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Ord Lawrence Campbell

Louisiana State University and Agricultural & Mechanical College

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**CRITERIA FOR ESTABLISHING ADULT FARMER CLASSES IN
VOCATIONAL AGRICULTURE IN LOUISIANA**

A Dissertation

**Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy**

in

The Department of Agricultural Education

by

**Ord Lawrence Campbell
B. S., Iowa State College, 1943
M. S., Louisiana State University, 1951
August, 1953**

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The problem	4
Statement of the problem	4
Definition of the problem	4
Delimitation of the problem	4
Purpose of the study	5
Hypotheses	5
Need for the study	5
Adult farmer classes defined	7
Treatment of the data	8
Method of research	8
Procedure utilized	8
Treatment of the data	9
II. BASIC ASPECTS OF ADULT FARMER CLASSES	10
Introduction	10
Philosophical considerations	11
"Life" and vocation	11
Role of the school	12
Individual and social needs	14
Psychological considerations	16
Can adults learn	16
What do adults learn	18
How do adults learn	19

CHAPTER	PAGE
Consideration of objectives, values, principles	23
Objectives	23
Values	27
Principles	34
Organisational considerations	36
✓ Teacher planning and preparation	36
✓ Farmer participation	45
Summary	49
Instructional considerations	51
Role of the teacher	51
Methods	55
Summary	58
Summary	59
III. THE RELATIONSHIP OF ADULT FARMER CLASSES TO THE	
TOTAL SCHOOL PROGRAM	60
Introduction	60
The importance of adult farmer classes in	
vocational agriculture to the total school	
program	60
Demands of modern day society	60
Use of school facilities	63
Win community support	65
Evidence of work being done by school	68
Help farmers become better members of society	70

CHAPTER**PAGE**

Level of living	73
Develop leadership	75
Rural-urban cooperation	77
Moral and financial support of the school	79
Increased school enrollment	81
Increases school "holding power"	83
Promotes cooperation	86
Keep abreast of community needs	88
Keep abreast of advanced technology	90
Improvement of instruction	92
Lower per capita costs	94
Relationship of adult farmer classes to the	
total school program	98
Community wide participation	98
Need based on factual data	100
Tactful criticism by the administrator	102
Other duties of the agricultural teacher	104
Frequent consultations	106
An integral part of the school	108
Invite principal participation	110
Familiarity with the total program	112
A school activity	114
Reflect credit on the school	116
Principals should participate in adult courses . . .	118

CHAPTER	PAGE
The teacher as a faculty member	120
Keep community objectives foremost	122
Settle discussions privately	124
Summary	126
IV. THE ORGANIZATION AND INSTRUCTION OF ADULT FARMER CLASSES	127
Introduction	127
✓ The organization of adult farmer classes	127
Length of program	127
✓ When should adult classes be held	131
Interval between classes	133
Size of class	136
Social and recreational activities	139
Place to hold meeting	141
Assessing fees	144
Arrangements for transportation	147
Bringing new members to the group	149
Officers for adult classes	152
✓ Selection of the group on the basis of the	
type of farm operated	154
Characteristics of the group	155
✓ Selection of an advisory council	159
Joint meetings of men and women	162
✓ Frequent community surveys	164
Newspaper publicity	166

CHAPTER	PAGE
Presentation of certificates	168
Evaluation by the farmers	169
Planned in co-ordination with other agencies	173
Co-ordination of all agricultural classes	175
✓ Contact farmers prior to beginning class	177
✓ Notice of meetings	179
✓ Keeping of attendance record	181
Support of local leaders	183
Physical facilities for adult classes	186
✓ The instruction of adult farmer classes	188
Selection of teaching method	188
✓ Selection of objectives, course content and methods	191
Varying of teaching plan	194
Formality of class	196
Types of recommendations to be arrived at	199
Information to be presented	201
Problems to be included	203
The inclusion of related problems	206
✓ Time to bring practice before group	209
"Level of language" used by teacher	211
Supplementary reading	211
Tours to farms of members	215
Demonstrations on the farms of members	217

CHAPTER	PAGE
Use of moving pictures	219
Use of film slides	222
Use of charts and graphs	224
Experimental planting and breeding trials	226
Trips to agricultural plants	228
Trips to farms in other communities	230
Keeping of record books	232
Use of specimen materials	234
Use of shop and laboratory demonstrations	236
Demonstrations by all-day group	238
✓ Use of printed outlines of the material	240
Use of printed summaries	242
Use of fairs and shows	244
✓ Home visitations	246
✓ Supervised practice	248
Use of pig chains	251
Use of breeding circles	253
Cooperative buying and selling activities	253
"Doing" abilities	257
Summary	259
V. SUMMARY, CRITERIA AND RECOMMENDATIONS	260
Introduction	260
Summary	260

CHAPTER	PAGE
Criteria for establishing adult farmer classes in vocational agriculture in Louisiana	275
Recommendations	278
BIBLIOGRAPHY	280
APPENDIX A	290
APPENDIX B	302
APPENDIX C	314
APPENDIX D	317
APPENDIX E	332
AUTOBIOGRAPHY	336

LIST OF TABLES

TABLE	PAGE
I. The Relative Importance, By Farming Areas, of the Statement "Adult Farmer Classes Reach a Relatively Large Group which is in Need of Education in Order that Members may Meet the Demands of Modern Day Society" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	62
II. The Relative Importance, By Farming Areas, of the Statement "Adult Classes in Agriculture Help to Utilize the School Facilities and Teaching Personnel More Fully and Effectively" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	64
III. The Relative Importance, By Farming Areas, of the Statement "Adult Classes in Agriculture Help Win Community Support for the Total School Program" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	67
IV. The Relative Importance, By Farming Areas, of the Statement "Adult Farmer Classes Provide Additional Tangible Evidence of the Work Being Done by the School and School Personnel" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	69
V. The Relative Importance, By Farming Areas, of the Statement "Adult Farmer Classes Help the Farmers to Become Better Individuals and, as a Result, Better Members of the Community and Society as a Whole" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	72
VI. The Relative Importance, By Farming Areas, of the Statement "Adult Classes in Agriculture Help Improve the 'Level of Living' in the Community by Assisting the Farmers in Becoming Economically Independent" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	74
VII. The Relative Importance, By Farming Areas, of the Statement "Adult Classes in Agriculture Help Develop Community Leaders" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	76

VIII.	The Relative Importance, By Farming Areas, of the Statement "Adult Classes in Agriculture Help to Promote Rural-Urban Cooperation" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	78
IX.	The Relative Importance, By Farming Areas, of the Statement "Adult Farmer Classes Stimulate Increased Moral and Financial Support of the School Program" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	80
X.	The Relative Importance, By Farming Areas, of the Statement "Adult Classes in Agriculture Bring About Increased School Enrollments" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	82
XI.	The Relative Importance, By Farming Areas, of the Statement "Adult Classes in Agriculture Increase the 'Holding Power' of the School for its All-Day Students" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	85
XII.	The Relative Importance, By Farming Areas, of the Statement "Adult Classes in Agriculture Promote Cooperation Between the School, the Businessmen and all Other Agencies in the Community Interested in Educational Progress" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	87
XIII.	The Relative Importance, By Farming Areas, of the Statement "Adult Classes in Agriculture Help the Teacher and School Administrator to Keep Abreast of Community Needs" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	89
XIV.	The Relative Importance, By Farming Areas, of the Statement "Adult Classes Stimulate the Teacher of Agriculture to Keep Abreast of Advanced Technology" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	91
XV.	The Relative Importance, By Farming Areas, of the Statement "Adult Farmer Classes Enhance the Improvement of Instruction through Requiring that the Teacher of Agriculture Utilize the Best Possible Procedures with Mature Individuals" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	93

XVI.	The Relative Importance, By Farming Areas, of the Statement "Adult Classes in Agriculture Lower the Per Capita Cost of the Instruction of the Teacher of Vocational Agriculture" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	95
XVII.	The Relative Importance, By Farming Areas, of the Statement "Adult Classes in Agriculture Aid in Establishing Young Men of the School in the Community" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	97
XVIII.	The Relative Importance, By Farming Areas, of the Statement "The Adult Class Should be Planned and Executed with the Participation of the School Administrator, the Teacher of Vocational Agriculture, the Advisory Council, the Farmers and Other Interested Persons in the Community" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	99
XIX.	The Relative Importance, By Farming Areas, of the Statement "The Need for the Adult Class Should be Based on Factual Data Obtained by Surveying the Community" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	101
XX.	The Relative Importance, By Farming Areas, of the Statement "Tactful, Constructive Criticism Should be Offered by the School Administrator Concerning the Adult Program" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	103
XXI.	The Relative Importance, By Farming Areas, of the Statement "Consideration Should be Given to the Duties of the Teacher of Vocational Agriculture in the All-Day School Program Before Planning the Adult Farmer Program" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	105
XXII.	The Relative Importance, By Farming Areas, of the Statement "The Teacher of Vocational Agriculture Should Consult with the School Administrators and Advisory Council from Time to Time During the Progress of the Program" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	107

XXIII.	The Relative Importance, By Farming Areas, of the Statement "The Teacher of Vocational Agriculture and the Administrator Should Consider the Adult Program as an Integral Part of the Total School Program and Should Promote it as Such" as Designated by Secondary School Principals and Teachers of Vocational Agriculture . . .	109
XXIV.	The Relative Importance, By Farming Areas, of the Statement "The Teacher of Vocational Agriculture Should Invite Participation and Criticism on the Part of the School Administrator" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	111
XXV.	The Relative Importance, By Farming Areas, of the Statement "The Administrator and the Teacher of Vocational Agriculture Should Both be Familiar with the Problems of the Total Program" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	113
XXVI.	The Relative Importance, By Farming Areas, of the Statement "Publicity Concerning the Adult Class Should Relate it as a School Activity--Not a Teacher Function" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	115
XXVII.	The Relative Importance, By Farming Areas, of the Statement "The Teacher of Vocational Agriculture Should Strive to Organize the Best Possible Presentation in Order to Reflect Credit on the School" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	117
XXVIII.	The Relative Importance, By Farming Areas, of the Statement "The School Administrator Should Participate in the Adult Program, Home Visitations, Fairs and Other Activities of the Agriculture Department" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	119
XXIX.	The Relative Importance, By Farming Areas, of the Statement "The Teacher of Vocational Agriculture, as a Faculty Member, Should Participate in as Many Community and School Activities as Feasible" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	121

XXX.	The Relative Importance, By Farming Areas, of the Statement "Both the Administrator and the Teacher of Vocational Agriculture Should Keep Community, Rather than Personal, Objectives Foremost" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	123
XXXI.	The Relative Importance, By Farming Areas, of the Statement "Any Disagreements Between the Administrator and the Teacher of Vocational Agriculture Should be Settled Privately" as Designated by Secondary School Principals and Teachers of Vocational Agriculture	125
XXXII.	A Percentage Distribution, By Farming Areas, of the Responses Designated by Farmers, Teachers of Agriculture and Secondary School Principals Relative to the Length, in Years, of an Adult Farmer Program . . .	130
XXXIII.	A Percentage Distribution, By Farming Areas, of the Responses Designated by Farmers, Teachers of Agriculture and Secondary School Principals Relative to the Best Time to Hold Adult Farmer Classes	132
XXXIV.	A Percentage Distribution, By Farming Areas, of the Responses Designated by Farmers, Teachers of Agriculture and Secondary School Principals Relative to the Interval Between Meetings of Adult Farmer Classes	135
XXXV.	A Percentage Distribution, By Farming Areas, of the Responses Designated by Farmers, Teachers of Agriculture and Secondary School Principals Relative to the Best Size for Adult Farmer Classes	138
XXXVI.	A Percentage Distribution, By Farming Areas, of the Responses Designated by Farmers, Teachers of Agriculture and Secondary School Principals Relative to Provision for Recreational Activities at Adult Farmer Meetings	140
XXXVII.	A Percentage Distribution, By Farming Areas, of the Responses Designated by Farmers, Teachers of Agriculture and Secondary School Principals Relative to the Place in Which Adult Farmer Classes Should be Held	143

TABLE

PAGE

XXXVIII.	A Percentage Distribution, By Farming Areas, of the Responses Designated by Farmers, Teachers of Agriculture and Secondary School Principals Relative to the Collection of "Fees" to Offset the Costs of Adult Farmer Classes	146
XXXIX.	A Percentage Distribution, By Farming Areas, of the Responses Designated by Farmers, Teachers of Agriculture and Secondary School Principals Relative to the Means of Transportation to and from Adult Farmer Classes	148
XL.	A Percentage Distribution, By Farming Areas, of the Responses Designated by Farmers, Teachers of Agriculture and Secondary School Principals Relative to Recruiting New Members to Adult Farmer Groups . . .	151
XLI.	A Percentage Distribution, By Farming Areas, of the Responses Designated by Farmers, Teachers of Agriculture and Secondary School Principals Relative to the Selection of Officers for Adult Farmer Classes	153
XLII.	A Percentage Distribution, By Farming Areas, of the Responses Designated by Farmers, Teachers of Agriculture and Secondary School Principals Relative to the Selection of the Group on the Basis of the Type of Farm Operated	155
XLIII.	A Percentage Distribution, By Farming Areas, of the Responses Designated by Farmers, Teachers of Agriculture and Secondary School Principals Relative to the Characteristics of the Group for Adult Farmer Classes	158
XLIV.	The Relative Importance, By Farming Areas, of the Statement "A Well Organized Program of Adult Farmer Classes Would Utilize a Selected Group of Farmers and Local Agricultural Leaders as an Advisory Council for the Program" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	161
XLV.	The Relative Importance, By Farming Areas, of the Statement "A Well Organized Program of Adult Farmer Classes Would Utilize Joint Meetings of Vocational Agriculture (Men) and Home Economics (Women) Classes" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	163

XLVI.	The Relative Importance, By Farming Areas, of the Statement "A Well Organized Program of Adult Farmer Classes would Utilize Frequent Surveys of the Agricultural Resources (Both Human and Natural) of the Community" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	165
XLVII.	The Relative Importance, By Farming Areas, of the Statement "A Well Organized Program of Adult Farmer Classes Would Utilize Frequent Articles in the Local Newspapers (or Newspaper most Commonly Read in the Community)" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals .	167
XLVIII.	The Relative Importance, By Farming Areas, of the Statement "A Well Organized Program of Adult Farmer Classes Would Utilize Diplomas Showing the Lessons Completed Presented at the End of the Course" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	170
XLIX.	The Relative Importance, By Farming Areas, of the Statement "A Well Organized Program of Adult Farmer Classes Would Utilize the Farmers as a Group to Measure the Progress and Worth of the Studies Completed" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	172
L.	The Relative Importance, By Farming Areas, of the Statement "A Well Organized Program of Adult Farmer Classes Would Utilize a Program of Instruction Planned in Co-ordination with the Other Agricultural Agencies in the Community" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	174
LI.	The Relative Importance, By Farming Areas, of the Statement "A Well Organized Program of Adult Farmer Classes Would Utilize a Program of Instruction Planned in Co-ordination with the Other Agricultural Classes of the School and Community" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	176

TABLE

PAGE

LII.	The Relative Importance, By Farming Areas, of the Statement "A Well Organized Program of Adult Farmer Classes Would Have Provisions for Contacting all Interested Farmers Before the Class Begins and Discussing the Proposed Program with Them" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	178
LIII.	The Relative Importance, By Farming Areas, of the Statement "A Well Organized Program of Adult Farmer Classes Would Utilize Notices of the Meeting to be Mailed to All Farmers who Indicate a Desire to Attend" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	180
LIV.	The Relative Importance, By Farming Areas, of the Statement "A Well Organized Program of Adult Farmer Classes Would Utilize an Attendance Record to be Kept at Each Meeting by the Secretary" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	182
LV.	The Relative Importance, By Farming Areas, of the Statement "A Well Organized Program of Adult Farmer Classes Would Provide a Program Having the Support of Local School Leaders and Businessmen" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	185
LVI.	The Relative Importance, By Farming Areas, of the Statement "A Well Organized Program of Adult Farmer Classes Would Provide Heating, Lighting, Type and Size of Chairs, Arrangement of Seats and Blackboard Suited to Class Instruction" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	187
LVII.	A Percentage Distribution, By Farming Areas, of the Responses Designated by Farmers, Teachers of Agriculture and Secondary School Principals Relative to the Method of Teaching Best Suited to Adult Classes . .	190
LVIII.	A Percentage Distribution, By Farming Areas, of the Responses Designated by Farmers, Teachers of Agriculture and Secondary School Principals Relative to the Selection of Objectives, Content and Methods of Instruction for Adult Farmer Classes	193

TABLE

PAGE

LIX.	A Percentage Distribution, By Farming Areas, of the Responses Designated by Farmers, Teachers of Agriculture and Secondary School Principals Relative to Varying the Teaching Plan	195
LX.	A Percentage Distribution, By Farming Areas, of the Responses Designated by Farmers, Teachers of Agriculture and Secondary School Principals Relative to the Formality to be Observed in an Adult Farmer Class	198
LXI.	A Percentage Distribution, By Farming Areas, of the Responses Designated by Farmers, Teachers of Agriculture and Secondary School Principals Relative to the Type of Recommendations to be Arrived at in Adult Farmer Discussions	200
LXII.	A Percentage Distribution, By Farming Areas, of the Responses Designated by Farmers, Teachers of Agriculture and Secondary School Principals Relative to the Information to be Presented in a Discussion by an Adult Farmer Class	202
LXIII.	A Percentage Distribution, By Farming Areas, of the Responses Designated by Farmers, Teachers of Agriculture and Secondary School Principals Relative to the Problems to be Included in an Adult Farmer Course	205
LXIV.	A Percentage Distribution, By Farming Areas, of the Responses Designated by Farmers, Teachers of Agriculture and Secondary School Principals Relative to the Inclusion of Related Problems in the Adult Farmer Course	208
LXV.	A Percentage Distribution, By Farming Areas, of the Responses Designated by Farmers, Teachers of Agriculture and Secondary School Principals Relative to the Time that the Topic Should be Brought Before the Adult Farmer Class	210
LXVI.	A Percentage Distribution, By Farming Areas, of the Responses Designated by Farmers, Teachers of Agriculture and Secondary School Principals Relative to the "Level of Language" to be Used in Instructing Adult Farmer Classes	212

TABLE

PAGE

LXVII.	A Percentage Distribution, By Farming Areas, of the Responses Designated by Farmers, Teachers of Agriculture and Secondary School Principals Relative to the Assignment of Related Reading to Members of Adult Farmer Classes	214
LXVIII.	The Relative Importance, By Farming Areas, of the Assertion "An Adult Farmer Class Should Utilize, as an Aid to Good Teaching, Tours to the Farms of Class Members" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals . . .	216
LXIX.	The Relative Importance, By Farming Areas, of the Assertion "An Adult Farmer Class Should Utilize, as an Aid to Good Teaching, Demonstrations at the Farms of Members" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	218
LXX.	The Relative Importance, By Farming Areas, of the Assertion "An Adult Farmer Class Should Utilize, as an Aid to Good Teaching, Moving Pictures" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	221
LXXI.	The Relative Importance, By Farming Areas, of the Assertion "An Adult Farmer Class Should Utilize, as an Aid to Good Teaching, Film Slides" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	223
LXXII.	The Relative Importance, By Farming Areas, of the Assertion "An Adult Farmer Class Should Utilize, as an Aid to Good Teaching, Charts and Graphs" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	225
LXXIII.	The Relative Importance, By Farming Areas, of the Assertion "An Adult Farmer Class Should Utilize, as an Aid to Good Teaching, Experimental Planting and Breeding (or Feeding) Trials on the Farms of Members" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	227

TABLE

PAGE

LXXIV.	The Relative Importance, By Farming Areas, of the Assertion "An Adult Farmer Class Should Utilize, as an Aid to Good Teaching, Trips to Agricultural Plants" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	229
LXXV.	The Relative Importance, By Farming Areas, of the Assertion "An Adult Farmer Class Should Utilize, as an Aid to Good Teaching, Trips to Farms in Other Communities" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	231
LXXVI.	The Relative Importance, By Farming Areas, of the Assertion "An Adult Farmer Class Should Utilize, as an Aid to Good Teaching, the Keeping of Record Books" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	233
LXXVII.	The Relative Importance, By Farming Areas, of the Assertion "An Adult Farmer Class Should Utilize, as an Aid to Good Teaching, Materials that are the Same as the Subject Discussed in Class" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	235
LXXVIII.	The Relative Importance, By Farming Areas, of the Assertion "An Adult Farmer Class Should Utilize, as an Aid to Good Teaching, Shop and Laboratory Demonstrations" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals . .	237
LXXIX.	The Relative Importance, By Farming Areas, of the Assertion "An Adult Farmer Class Should Utilize, as an Aid to Good Teaching, Demonstrations by the Boys in the All-Day Classes" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	239
LXXX.	The Relative Importance, By Farming Areas, of the Assertion "An Adult Farmer Class Should Utilize, as an Aid to Good Teaching, Printed Outlines of the Material to be Discussed" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	241

TABLE

PAGE

LXXXI.	The Relative Importance, By Farming Areas, of the Assertion "An Adult Farmer Class Should Utilize, as an Aid to Good Teaching, Printed Summaries of the Recommendations Made at the End of the Discussion" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	243
LXXXII.	The Relative Importance, By Farming Areas, of the Assertion "An Adult Farmer Class Should Make Use of Fairs and Shows as Aids to Good Teaching" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	245
LXXXIII.	The Relative Importance, By Farming Areas, of the Assertion "An Adult Farmer Class Should Utilize, as an Aid to Good Teaching, Home Visitations by the Teacher" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals . .	247
LXXXIV.	The Relative Importance, By Farming Areas, of the Assertion "An Adult Farmer Class Should Utilize, as an Aid to Good Teaching, Supervision of the Carrying Out of Improved Practices on the Home Farms" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	249
LXXXV.	The Relative Importance, By Farming Areas, of the Assertion "An Adult Farmer Class Should Utilize Pig Chains as an Aid to Good Teaching" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	252
LXXXVI.	The Relative Importance, By Farming Areas, of the Assertion "An Adult Farmer Class Should Utilize Breeding Circles, as an Aid to Good Teaching" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	254
LXXXVII.	The Relative Importance, By Farming Areas, of the Assertion "An Adult Farmer Class Should Utilize, as an Aid to Good Teaching, Cooperative Buying and Selling Activities" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	256

TABLE

PAGE

LXXXVIII.	The Relative Importance, By Farming Areas, of the Assertion "An Adult Farmer Class Should Utilize, as an Aid to Good Teaching, Opportunities for the Members to 'Do' the Activities Talked About" as Designated by Farmers, Teachers of Agriculture and Secondary School Principals	258
LXXXIX.	The Age, in Years, of the Farmers Participating in This Study, Distributed by Farming Areas	319
XC.	The Educational Status, By Farming Areas, of the Farmers Participating in This Study	320
XCI.	The Years of High School Vocational Agriculture Completed by the Participating Farmers, Distributed by Farming Areas	321
XCII.	The Tenure Status, By Farming Areas, of the Farmers Participating in This Study	322
XCIII.	The Type of Farm Operated by the Farmers Participating in This Study, Distributed by Farming Areas	323
XCIV.	The Number of Acres in Cultivation and Permanent Pasture, By Farming Areas, Operated by the Farmers Participating in the Study	324
XCV.	The Children in School, By Farming Areas, of the Farmers Participating in This Study	325
XCVI.	The Distance, in Miles, that the Farmers Participating in This Study Live from the School Plant	326
XCVII.	The Number of Farmers Participating in This Study Who Have Telephones, Distributed by Farming Areas	327
XCVIII.	The Number of Farmers, Distributed by Farming Areas, Who Have Attended Adult Farmer Classes in the Past	328
XCIX.	A Distribution, By Farming Areas, of the Responses Designated by the Farmers Participating in This Study Relative to the Statement, "Do You Feel There is a Need for Adult Farmer Classes in Your Community?"	329

TABLE	PAGE
C. The Number of Farmers Participating in This Study Who Possess Cars or Trucks, Distributed by Farming Areas	330
CI. The Number of Farmers Responding to the Inquiry, By Farming Areas	332
CII. The Number of Teachers of Agriculture Responding to the Inquiry, By Farming Areas	333
CIII. The Number of Principals of Secondary Schools Responding to the Inquiry, By Farming Areas	334

ABSTRACT

In this study, an effort was made to develop a practical, flexible blueprint for establishing adult farmer classes in vocational agriculture in Louisiana. A questionnaire was directed to 1080 farmers, 327 teachers of agriculture and 494 principals of secondary schools in Louisiana. The opinions reflected by the above groups were compiled in tabular form, analyzed and compared with the findings of other writers in the field of adult farmer education.

It was found in the study that adult farmer classes should:

- (a) make some important contributions to the total school program; (b) reflect credit on the whole school program; (c) be organized on a long-term basis; (d) be held in the evenings after 7:00 p.m.; (e) be held at "monthly" or "semi-monthly" intervals; (f) be made up of from 15 to 20 members; (g) provide social and recreational activities at one or more times during the course; (h) have provisions for the collection of "fees" only for "extra" activities; (i) have provisions for assisting the members to trade rides among themselves; (j) have provisions for new members to be recruited by all interested persons; (k) have officers elected by the group; (l) utilize prior contacts, advisory councils, a program coordinated with other agricultural agencies and classes, mailed notices of meetings, the support of local school leaders and businessmen, adequate physical facilities and conditions, surveys of natural resources, frequent publicity, evaluations by the farmers themselves and attendance records; (m) use the method of teaching best suited to its members; (n) provide for the selection of objectives, content and methods of

instruction by the members; (o) be rather informal; (p) provide rather general recommendations in order that each member may form his own practices; (q) include information on related or future problems and problems of community and family living as well as information on current agricultural problems in the community; (r) offer a unit just before it is needed on the home farm; (s) utilize the terms commonly employed in the community; (t) provide supplemental reading for those who wish to use it; (u) utilize tours, demonstrations, home visitations, opportunities to "do" the things talked about, experimental planting, breeding and feeding trials, record books, supervised practice, co-operative buying and selling activities, motion pictures, film slides, charts, graphs, shop and laboratory demonstrations and field trips as aids to good teaching.

It was concluded that a teacher of agriculture should: (a) make the adult farmer class an essential part of the total school program; (b) be an active supporter of the total school program; (c) know his community; (d) know himself; (e) act in the role of a "stimulator" of embryonic or underdeveloped interests; (f) be patient and not expect miracles; (g) make the adult farmer offering a community program; (h) make the adult farmer offering a complete program; (i) sell his program to his school and community; (j) utilize every possible technique in providing a functional adult farmer program; (k) make a continuing endeavor; and (l) develop clear-cut goals.

CHAPTER I

I. INTRODUCTION

Education is a continuous process--a dynamic mode of action capitalizing on the inherent interests and needs of humanity to effect maximum individual and social betterment. Its far reaching consequences encompass the development of purposes, interests, appreciations, ideals, understandings and abilities which form an integral part of the individual's total personality and guide his behavior in his relationships to God and man.

This broad challenge to educational endeavor demands not only qualitative considerations, but, of necessity, quantitative reflection. Historically, educators of America have met this query with the steadfast resolve that the youth of the nation should be afforded an educational program designed to best fit them for participation in a democratic society. Guided by this philosophy there has evolved, tempered by numerous transitory and/or permanent idealogies and innovations, an educational program promulgated for "all the children of all the people." While not perfect in its conception or execution, this educational striving carries with it a continuing sincerity which holds promise of attaining, in part at least, its long-sought goal of individual and social enhancement.

Today, however, educators perceive that full realization of the prerequisite haven is conditioned not only by the quality of the program afforded, but also by the extent to which it is made available to all

who have need for its services. As a consequence, increasing consideration is being devoted to the expansion of our pedagogical endeavors to encompass the ever widening educational horizon that they are obligated to serve. This is not a shifting emphasis, but, rather, a supplementation of existing efforts.

Paramount in importance of the areas explored by these expanded pursuances is the field of adult education. Educators have come to the appreciation that it is not possible--or feasible--to attempt to "educate" the individual completely in the short span of years circumscribed by our elementary, secondary and even "higher" educational environs. A continuing program of education is needed to assist the individual in acquiring the new knowledges, attitudes, skills, ideals and understandings necessitated to meet the changing demands of society around him. There is no such thing as a completely equipped person; at some time or another during life, each and every one of us needs assistance to some degree in effecting adjustment to our surroundings. A continuing education is the one process which can most nearly and expediently meet this need.

The feasibility of such an endeavor is psychologically sound and has proven itself on a practical basis. That adults can learn, want to learn and can profit by that learning has been demonstrated beyond a shadow of a doubt. However, an acknowledgment that such is possible--and desirable--is a far cry from realization. Never before in history has there been such a need in our adult populace for assistance in adjusting to the demands of society--now magnified to world proportions. Shifting emphasis in family, community, state, regional and international relationships, rapid advancements in technology and business, increased

specialization and other such considerations have multiplied the needs of the individual in successfully coping with the right of franchise which is the obligation and privilege of every individual in a democracy. Only through the stimulus of a continuing, functional program of education can the attitudes, ideals, understandings and abilities necessitated to satisfy these needs be developed.

Nor is agriculture an exception to these changing social and individual assertions. The last 20 years have witnessed dynamics in the occupation of farming that place it at, or near, the top of the fields in which assistance in adjusting to rapidly shifting individual and social demands is urgently needed. Shifts toward specialization and mechanization require that the tiller of the soil be a technician, a scientist, a scholar, a businessman, a public relations man and a farmer all in one entity. His requirements have mushroomed from a simple technology necessitated to supply the limited needs of his family to a highly complex operation requiring equally complex knowledge, skills and understandings supplemented by a broadened attitude characterizing his relationship to the community, the state, the nation and mankind as a whole. Here is a challenging need for continuing education.

It is not intended to imply that no attempt is being made to meet this imperative need. The purpose of this paper is to emphasize the quantitative consideration of adult farmer education by delineating a suggested plan of organization for the qualitative aspects of such a program in order that it will more adequately fulfill the dynamic needs of the broadened adult horizon in agricultural pursuits. The balance of this thesis will be dedicated to that task.

II. THE PROBLEM

Statement of the problem. The question at issue in this study is to suggest possible criteria for establishing adult farmer classes in agriculture in Louisiana.

Definition of the problem. True adult education must take cognizance of individual and community differences. Educators must take the individual or group "where it is" and through stimulation of embryonic or underdeveloped interests, purposes and ideals raise it to a level where it is fully equipped to meet the contingencies of its surrounding environment. In this respect, each state, each community, each individual is singularly specific and appropriate methods and procedures of adult education must be utilized if the ultimate goals of the program are to be realized. An adult program, then, must be flexible and variable enough to allow for individual elasticities—one program will not meet the needs of all individuals or communities—yet, specific and definite enough to prepare its recipients adequately for the task at hand. This challenge cannot be ignored if our democratic way of life is to continue its forward progress.

Delimitation of the problem. In view of the diversity of educational circumstances evidenced in a cursory survey of Louisiana's adult programs, it was elected to treat the criteria in their relevancy to applications specific to Louisiana. It is presumed, however, that the suggested plan will be sufficiently flexible and broad to be adaptable, with appropriate modifications and supplementations, to other educational situations.

Purpose of the study. It is the intent of the writer to present a workable framework for the organization and conduct of adult farmer classes. It is considered that such a treatment of the qualitative aspects of an adult program will provide an added stimulus to teachers in the field to accept the challenge of extending a continuous educational program to all who have need for it, want it and can profit by it. This stimulus, it is thought, will arise from the feeling that a blueprint for a practical, workable adult program will smooth the way for the solution of incipient organizational and instructional "nettles" and give to the instigator some measure of assurance for the initial success of his endeavors. Thus, it is thought, initial acceptance of the challenge will be expedited and the scope of the program expanded at an ever increasing rate.

Hypotheses. The following statements are advanced as tentative assumptions: (1) The inherent organization of adult farmer education in Louisiana is such that a critical analysis of its component parts, based on a combined inventory of the recipients of such a program and their professional counterparts, will permit the delineation of a viable, practical plan for the improved organization and conduct of such classes. (2) Presentation of such a suggested plan will expedite further acceptance of the challenge toward continuing education for all.

Need for the study. The need for such a plan of organization is based on two major factors: (1) Present day complexities of living require that the adult farmer population have the prerequisite technological training, business acumen and personal background to cope with the requirements of such living. (2) The present program of adult farmer

classes are reaching only a small portion of the total number of farmers who need its services. With respect to the first contention, the following evidence is submitted in its support: (a) the size of farms in Louisiana has shown a decided increase for the 1935-1950 period with farms of 140 acres or over showing the largest increase; units smaller than 40 acres have shown a marked decrease;¹ (b) farm ownership in Louisiana has shown marked increase with farm tenancy demonstrating a corresponding decrease from the period 1940-1950;² (c) hired farm labor has shown a gradual decline from 1935 to date;³ (d) farm facilities and equipment have demonstrated decided advances since 1940: telephones have designated an increase of 188 per cent; electricity, 384 per cent; farm trucks, 97 per cent; farm tractors, 237 per cent; and automobile, 50 per cent;⁴ (e) value of livestock and livestock products has shown an increase of 229 per cent for the period 1935-1950 while value of crops harvested has shown an advance of 125 per cent for the same period; in general, the numbers of livestock are increasing while the acres in crops are decreasing;⁵ (e) farmers are making larger expenditures for production inputs: power and machinery expenses have increased 76 per cent, fertilizer costs by 230 per cent, insecticide and fungicide

1 1950 United States Census of Agriculture, United States Department of Commerce, Bureau of the Census, Volume 1, Part 24 (Louisiana) (Washington, D.C.: United States Government Printing Office, 1950), p. 3.

2 Ibid., p. 4.

3 Ibid., p. 7.

4 Ibid., p. 6.

5 Ibid., pp. 10-13.

outlays by 260 per cent and comparable increases are indicated for numerous other items.⁶ These considerations are but a few of the many phases of living which, today, require that our farmers be more than ever prepared to meet the contingencies arising from farm operation and community living. These, and others, coupled with the fact that Louisiana farmers rank in the lowest one-fifth relative to "level of living"⁷ seem to demonstrate a need for continuing education to assist them in meeting the demands forced by these issues.

The second consideration, that of reaching a wider range of farmers, is undeniably supported by the following statistics. Of the 124,181⁸ adult farmers in Louisiana in 1951, 9,182 or 7.3 per cent were served by 281 adult farmer classes.⁹ This suggests a wide area of opportunity for adult farmer classes to satisfy a real need within a large untapped reservoir of potential "learners".

III. ADULT FARMER CLASSES DEFINED

The terms employed in this study are those which have evolved as adult farmer education itself matured and became recognized as a definite part of a total educational program. In order to afford continuity of thinking and writing the following definition of adult farmer classes is

6 Agricultural Outlook Charts, United States Department of Agriculture, Bureau of Agricultural Economics (Washington, D.C.: United States Government Printing Office, October 1952), p. 17.

7 Ibid., p. 21.

8 United States Census of Agriculture, op. cit., p. 3.

9 Digest of Annual Reports of State Boards of Vocational Education, Federal Security Agency, Office of Education (Washington, D.C.: United States Government Printing Office, June 30, 1951).

extended as one which circumscribes the various phases of such a program and sufficiently designates its broad scope.

Adult farmer classes in Vocational Agriculture are short intensive courses of systematic group instruction in practical farm problems, and are part of the program offered by Departments of Vocational Agriculture; they are organized primarily for persons who have entered upon the work of the farm, and in which such persons do at least six months of supervised or directed farm practice in agriculture

IV. TREATMENT OF THE DATA

Method of research. The method of research employed in this study is the normative survey approach,

. . . to canvass present practice with respect to plans for dealing with such differences or to set up norms or central tendencies through testing and measurement against which the extent of differences may be checked.¹⁰

Procedure utilized. Two questionnaires relative to the component phases of adult farmer education, excluding course content, were devised utilizing the combined suggestions of leading exponents of adult farmer education. The first of these questionnaires, shown in Appendix A, was mailed to a random sample of 1080 farmers, equitably distributed throughout the 11 major farming areas of Louisiana. (See Appendix C). The sample was compiled by recording the name and address of every fortieth farmer on both the participating and non-participating lists of the Production and Marketing Administration in 25 Parish seats selected at random throughout the above mentioned major farming areas. Two follow-up letters were directed to those who failed to respond.

¹⁰ Carter V. Good, A. S. Barr and Douglas E. Scates, The Methodology of Educational Research (New York: Appleton-Century-Crofts, Inc., 1949), p. 232.

Two hundred and ninety-six farmers, or 27.4 per cent, returned the questionnaire. Of this number, 224, or 20.7 per cent, were complete and usable; 43, or 3.9 per cent were returned due to changes in address or for other reasons which rendered them undeliverable.

A second questionnaire, shown in Appendix B, was mailed to 494 secondary school principals and 327 teachers of vocational agriculture; this included all the secondary principals and agriculture teachers of the state. Of this number, 310, or 62.8 per cent, of the principals and 237, or 72.5 per cent, of the teachers replied. Two hundred and thirty-eight, or 48.2 per cent, of the returns from principals were usable. The major portion of those not completing the questionnaire stated that they did not feel qualified to comment on the requested inquiry since they were not familiar with agricultural programs; the number reflected above persisted in this thinking even though a follow-up letter was directed asking for comments from non-participating schools as well as from those having established departments of agriculture. Two hundred and thirty-two, or 70.9 per cent, of the agriculture teacher responses were usable.

Treatment of the data. The data is computed in tabular form. Salient factors brought out by the study have been treated in a descriptive manner and contrasted to studies in the field of adult farmer education; comparative analysis indicates that a major portion of the pertinent considerations support the findings by other writers; some instances are noted, however, where accepted practices are seemingly refuted.

CHAPTER II

BASIC ASPECTS OF ADULT FARMER CLASSES

I. INTRODUCTION

Realization of the ultimate goals of education is conditioned by three major considerations: (1) a continuous search for truth; (2) verification of the assembled realities both internally and externally; and (3) dissemination of the proven truths to all those who want them, need them, and can profit by them.

Forward progress in these three deliberations has challenged educators throughout the centuries and has received the untiring efforts of a select portion of our civilization in seeking its attainment. Advances in the search for truth, while still far short of its ultimate comprehension, have reached a stage of enlightenment far beyond the understanding of a large portion of our population. Unbelievable augmentations to these truths are being constantly provided by our research centers, our experimental groups, our learned scholars, the great books and a multiplicity of other veracious sources.

Also in its ascendancy has been the authenticating of the revealed veracities. Although there exist some differences in philosophical interpretation, each group of educators has succeeded in verifying these truths within his own frame of reference and tempered to his adopted mode of operation.

The greatest test of the educational program, however, rests with the third consideration—that of disseminating the proven reality to

all who have need for it and can make productive utilization of its meaning. Here, again, magnificent strides have been attained. But there remains in this facet of the educational program a yawning abyss challenging the concerted efforts of our educators to provide a continuing means for its bridgement. It is here that an uncompromising array of undefined variables inhibit our forward progress. We must, if we are to vanquish this challenge, recognize and understand these qualifications and devise means whereby the pathway to the ultimate goal of continuing education for all may be smoothed and ordered.

To touch on all of these underlying variables would be beyond the scope of this study. It is thought, however, that a certain measure of understanding can be brought about relative to the considerations which are found to be basic to the comprehension of an educational program for adult farmers in agriculture.

II. PHILOSOPHICAL CONSIDERATIONS

"Life" and vocation. Keller sets the tenor for adult farmer education when he states:

The adult strives, often fumblingly, for an integrated life, and his adult education, when it exists at all, is directed toward fortification of his weaknesses as well as capitalization of his strengths. Vocation pervades "life", is a large part of life, and any kind of education inevitably permeates both.¹

The magnitude of such an integration is emphasized by Beard:

We need adult education for such diverse purposes as to educate the whole man, to keep our minds open, to base our judgments on facts, to meet the challenge of free choice, to keep abreast of new

¹ Franklin J. Keller, Principles of Vocational Education (Boston: D. C. Heath and Company, 1948), p. 312.

knowledge, to be wisely destructive, to return to creative endeavor, to prepare for new occupations, to restore unity to occupations, to restore unity to life, to insure social stability, to direct social change, to better our social order, to open a new frontier, to liberalize the college curriculum, to improve teachers and teaching, to attain true security, to enlarge our horizons, and to see the view.²

Nolan delineates the integration of adult farmer life as pertaining to:

Efficiency in rural government; the influence of the rural home; the improvement of the rural school; the leadership of the rural church; the attainment of adequate social and recreative facilities; the maintenance of high standards of morals; the beautifying of homesteads and roadsides.³

It would seem, then, that adult farmer education must prepare its recipients for a multiplicity of activities that constitute "life"—life in a vocation and as a member of a family, a community, a state, a nation, and a world.

Role of the school. What agency shall be charged with the monumental task of providing this continuing education?

Phipps stresses the role of the school when he observes: "It is the function of the school to provide for and fulfill the educational needs of the community. One of the best ways to accomplish this is through adult education."⁴

2 Charles A. Beard, "Summing Up the Case of Utility vs. Beauty," in Adult Education in Action, Mary L. Ely, editor (New York: American Association of Adult Education, 1936).

3 Aretas W. Nolan, The Teaching of Agriculture (Boston, New York and Chicago: Houghton-Mifflin Company, 1918), p. 10.

4 Lloyd J. Phipps, Handbook on Teaching Vocational Agriculture (Sixth edition; previous edition by the late Glen Charles Cook; Danville, Illinois: Interstate Press, 1952), p. 518.

Phipps also says: "Many school administrators recognize that courses for adult farmers are an integral part of the program of vocational agriculture and that the public schools are responsible for adult education."⁵

This claim is further emphasized by Hamlin as he states: "The administrative organization of agricultural education in a community school make the agriculture department an integral part of the school system."⁶

Additional support for this philosophy is garnered from the Georgia Bulletin Number 20 which proposes:

Educators are coming to realize more than ever before that educational programs in rural communities should mean more than provisions for training those regularly enrolled in the all-day school. The fact that adult or evening class instruction should constitute a regular part of an educational program of a community is very strikingly pointed out by a recent committee report of the National Educational Association Commission an excerpt of which follows:

A special and particular form of community activities which may be feasibly and appropriately undertaken in a high school building of any given place must, of necessity, be determined by the needs, resources, and ambitions of the particular community in question. Among the types of activities which may be properly included are evening schools.⁷

Seemingly, then, it is the obligation of the school to portray the role of coordinator in directing our educational endeavors toward

5. Loc. cit.

6. Herbert M. Hamlin, Agricultural Education in Community Schools (Danville, Illinois: Interstate Printing Company, 1949), p. 136.

7 Vocational Agriculture in Georgia High Schools: Evening Schools for Farmers, Bulletin No. 20, Georgia State Board of Vocational Education (Atlanta: July 1, 1929), p. 6.

attainment of the goal set forth for adult farmer education--occupational and social competency for all.

Individual and social needs. The impact of adult farmer education on the individual is expressed by Hamlin as he declares: "Adult farmer education can increase the efficiency of the American farmer, who may need to increase his efficiency in the near future to maintain his present standard of living."⁸

Nolan has this to say about individual betterment:

Agriculture has been taught in the public schools for a sufficient number of years to warrant the following conclusions:

(a) That agriculture as a subject of study contributes to certain great values and controls of life.

(b) That agriculture applies directly to concrete problems of everyday life, whose solution has educational value.

(c) That the study of agriculture liberalizes the education of the student as well as trains him directly in the vocation of farming, resulting in improved farm practices.⁹

Social benefits, also, are derived from adult farmer education.

Hamlin states:

Our present vocational and world culture with its complexities demands adult education. We cannot wait to educate another generation. Even if we could, it is impossible to prepare for the future when changes are so rapid. Mowrer states: 'If a society is to survive as a democracy, its citizens must be capable of understanding its problems. About 90 per cent of America's problems today have come to be rural problems'.¹⁰

Schmidt affirms this proposal when he outlines the following demands of society:

⁸ Hamlin, op. cit., p. 266.

⁹ Nolan, op. cit., p. i, preface.

¹⁰ Hamlin, op. cit., p. 508.

First, the body, mind and moral character of an individual be developed to the fullest capacity as determined by all underlying factors.

Second, the civic and social training be sufficient to enable the individual to meet all civic and social responsibilities.

Third, the economic capacities be so developed that the individual can earn a respectable living and provide for those who are dependent upon him.¹¹

He proposes adult farmer education as a partial means of attaining these social ends.

Schmidt further states:

Education is an attempt to fit an individual to meet the individual, social, civic, and economic demands of the society of which he is a member

A normal person is entitled to receive, as his birthright, an education which will enable him to meet the demands his society is going to impose on him. In other words, the individual plus education must equal ability to meet the demands of society.¹²

Adult farmer education is a "must" if our present day democratic society is to continue its upward climb. More and more leading educators are recognizing this pressing need and are developing and promoting programs consistent with its aims and ideals. Only through this widespread acceptance can a solid cornerstone be laid for the organization and conduct of a fully efficient program on a scope sufficient to meet the needs of all.

¹¹ G. A. Schmidt, New Methods in Teaching Vocational Agriculture (New York and London: The Century Company, 1924), p. 3

¹² Loc. cit.

III. PSYCHOLOGICAL CONSIDERATIONS

The previous portion of this study reflected in some measure the "why" and "who" of adult farmer education. Our attention will now be turned to the "what" of such a program.

Can adults learn? Schmidt suggests: "The time of greatest learning ability, coming at a time when most people are not in school, may be a most significant fact and may cause a reorganization of our school system."¹³

This supposition is amplified by Knowles as he states:

Two significant conclusions can be drawn from these facts about mental development: First, that adults can learn throughout life—and, therefore, that there is no obstacle to their taking part profitably in adult education; and secondly, that adult education can, by providing adults with continuous practice and learning, help them to retain their intellectual powers throughout life.¹⁴

Hammond supplements this view as he observes:

Two factors determine the learning power of an individual at any one time. The first factor is the learning mechanisms and their maturity—the brain, the sense organs, the motor organs, and etc. The second factor is the accumulation of experience and other learnings. As the first factor begins to decline, the second factor becomes increasingly more important. This probably explains why learning abilities stay at an even level for so many years.¹⁵

Martin stresses this point:

We now recognize that the capacity of individuals to grow, develop or learn is almost if not wholly unlimited. When one

¹³ Ibid., preface.

¹⁴ Malcolm S. Knowles, Informal Adult Education, A Guide for Administrators, Leaders, and Teachers (New York: Associated Press, 1951), p. 18.

¹⁵ Carsie Hammonds, Teaching Agriculture (New York, Toronto, London: McGraw Hill Book Company, Inc., 1950), p. 48.

compares the incentives, the learning opportunities and other factors of the broad teaching-learning situation he is forced to conclude that education of adults for proficiency in agriculture may be as socially defensible and efficient as that of training youth in farming.¹⁶

Thorndike maintains that:

(1) There is a rapid rise in the ability to learn, slowing up somewhat as maturity is neared and reaching its heights about the age of 22 or 25.

(2) After the climax is reached, there is a gradual decline in learning ability but the decline is so gradual that at 45 one is still as capable of learning as he was at the age of 18 or 20, and more capable than he was at 15 or 16 years old.

(3) Actual loss of the ability to learn such things as adults commonly have occasion to learn is considerably less than that shown from all experiments grouped together for all kinds of learning.¹⁷

In Schmidt's book, Prosser comments on these observations when he declares:

(1) The normal individual arrives at his greatest mental vigor at about the age of 21 years.

(2) This level of vigor for intellectual capacity is maintained until the age of about 31 years.

(3) Then he begins to go backward intellectually, but very gradually.

(4) However, he has in the meantime been acquiring experience to offset any loss due to deterioration. The consequence is that he is probably at his best, approximately from 45 to 49 years of age.

(5) Apparently, the normal individual of 30 to 45 years of age is probably better able to learn anything than he was at the age of 15 to 17 years--provided, he wants to learn.¹⁸

16 "Editorial," Agricultural Education Magazine, 23:147, No. 7, January, 1951.

17 E. L. Thorndike, Adult Learning (New York: The Macmillian Company, 1928), p. 177.

18 Schmidt, op. cit., p. 21

What do adults learn? Hamlin suggests:

Every individual has a set of basic motivations, desires, life-goals, or values which he lives by. They are shaped and determined by the group or culture into which he was born or with which he has associated himself. Differences in the prevailing beliefs and values of groups (neighbors, communities, regions, nationalities, religious denominations, etc.) are a principle reason for differences in what they do or don't do.¹⁹

Mays observes:

A successful practice of any occupation, other than the simplest unskilled types of work, involves skills, related technical knowledge, and appropriate occupational attitudes. Obviously, these aspects of vocational practice do not exhibit themselves one at a time but are inseparable parts of the whole of occupational activity. Nevertheless, in the teaching of a vocation it becomes convenient to consider each aspect separately in order to insure effective instruction.²⁰

Mays also asserts:

The acquisition of skills presents a different psychological difficulty from the learning of technical facts; and the assumption of appropriate occupational attitudes requires still another set of factors. Hence, in the study of methods effective in the teaching of vocations, it is desirable to examine separately the steps involved in efficient instruction in each phase of vocational teaching.²¹

Knowles supplements this proposal when he states:

While basic attitudes are formed early in life, they grow and change with age. There is good reason to believe that the development of attitudes should be one of the chief concerns of the entire educational system, for it is out of attitudes--especially one's attitude toward himself and toward others--that emotional adjustment or maladjustment develops.²²

19 Hamlin, op. cit., p. 271.

20 Arthur B. Mays, Principles and Practices of Vocational Education (New York, Toronto, London: McGraw-Hill Book Company, Inc., 1948), p. 105.

21 Loc. cit.

22 Knowles, op. cit., p. 20.

Attitudes are further stressed by Mays as he proposes:

For the successful practice of a vocation, one must have the attitudes appropriate to one's particular calling. Such attitudes as the following are involved in most occupations: pride in one's vocation, a persistent desire for the highest degree of proficiency, a feeling of social responsibility as a worker in the particular field involved, jealousy for the prestige of the calling, and high standards of vocational ethics in dealing with clients or employers and with fellow workers Vocational attitudes are, however, much too important to leave wholly to chance, and it therefore becomes a part of the work of vocational education to build desirable vocational attitudes.²³

How do adults learn? Knowles says: "Probably the chief lesson that psychologists have for adult educators is that learning must be pleasant, meaningful, based on real experience, and satisfying."²⁴

This thought is further amplified by Knowles as he states:

The first requirement for learning is a desire to learn. Learning must be purposive. The learner must have an objective in mind and must be motivated toward it. Most psychologists agree with Samuel Butler that the best time to learn something is when you feel acutely uncomfortable about not knowing it. Most adult programs give tacit recognition to the importance of building up a desire to learn through the use of such slogans as, 'It's fun to learn,' 'Learn and succeed,' and 'Knowledge is power.'

The second step in the learning process is the putting forth of effort. This means that learning involves activity. The learner cannot possibly be passive; he will learn only if he takes part.

The final step in the learning process is the experiencing of satisfaction.²⁵

Dewey used three words to sum up this process:

Need, Effort and Satisfaction. Learning starts with need—desire to satisfy body needs, the desire to get along with others, the desire to know, or the desire to become something better. This

23 Mays, op. cit., p. 110.

24 Knowles, op. cit., p. 22.

25 Ibid., p. 21.

need motivates us to seek a situation in which to satisfy the need; and the effort put forth results in complete or partial success or failure, producing feelings of satisfaction, displeasure, relaxation, exhilaration, or exhaustion, depending upon the outcomes of our effort.²⁶

Ekstrom and McClelland outline the following motives leading to action:

Actions spring out of fundamental wants and desires. However, not all farmers will want to do a thing for the same reason. A few of the motives which may lead to action are discussed briefly in the following paragraphs.

(1) The desire to make money is one of the strong reasons for action. But sometimes this motive is not strong enough to bring the desired results. The farmer may feel that the extra financial return would not be worth the effort or that some alternate opportunity may offer greater possibilities for returns.

(2) The desire to contribute to community, national, and world needs for farming products may be an important motive for action. Because of the importance of such an appeal most outlines that have been prepared for courses suggest that some time be devoted in the first lesson, and also in some of the later lessons to the question: Is there a need for increased production in this enterprise or increased proficiency in this subject area?

(3) Some farmers get satisfaction from being given recognition, such as having their name in the paper, having their farming achievements cited, or being made chairman or members of important committees.

(4) Other class members may be influenced by the pleasure of being associated with congenial companions in undertaking some activity.

(5) In some cases farmers may carry out approved practices because of the satisfaction they get from feeling that they are helping the teacher of vocational agriculture and contributing to the success of the class program.²⁷

²⁶ John Dewey, Experience and Education, (New York: The Macmillan Company, 1947), p. 252.

²⁷ George F. Ekstrom and John B. McClelland, Adult Education in Vocational Agriculture (Danville, Illinois: The Interstate Printers and Publishers, 1952), p. 270.

you will come to understand the other person and know how to respond to him.³⁰

Mursell strengthens this contention as he proposes:

One might put the matter like this. A teacher should by all means be concerned with the pupil as a person, and should deal with him so that he develops as a person as well and completely as possible. But this is not quite all. The pupil in school is not a person without further qualifications and specifications. He has a purpose with a job to do, a person who learns.³¹

Hammond provides an excellent summation to these salient points as he observes:

(1) Adults can learn. At 45, people are as capable of learning as they were at the age of 15 or 20 This is largely because of their accumulation of experience and other learning. Added maturity actually makes it easier to learn many things. Some manipulative skills become harder to learn but even with these the door is seldom shut on learning because of age.

(2) Brighter adults learn faster than dull ones, just as when they were young. The boy who learns slowly becomes a man who learns slowly. Adulthood does not bring improvement of mental capacities. The teacher of adults must force the problem of individual differences. The differences are greater than with high school boys, because their learning has made them more different from each other. (Learning tends to make people different from each other.)

(3) The chief motive of adult learning is what the adult terms "practical". Adults expect to use what they learn. Education for them is voluntary; they do not have to learn to earn a credit or make a grade. Adults are not interested in "preserving and passing on a cultural heritage". Teachers can succeed in teaching only those things for which the adult feels a need or for which a need can be stimulated. Adults, of course, may feel a need for understanding, even a need for theory.

(4) Adults need more time for learning many things than do youngsters in their teens. The learning process with students of

³⁰ Adult Farmer Education, Special Helps Bulletin Number 10 (College Station, Texas: School of Agriculture, Department of Agricultural Education, Agricultural and Mechanical School, College of Texas, September, 1942), p. 5.

³¹ James L. Mursell, Successful Teaching, (New York and London: McGraw-Hill Book Company, 1946), p. 6.

all ages is often hurried too much. Teachers of adults must allow them enough time to learn; attempts to hurry up adults unduly may spoil the results. Speed of reaction slows down with age.

(5) In learning, adults, as children, must begin with and use what they have already learned. Adults have learned much more than children. They must be expected to have learned some attitudes and practices that interfere with new learning. All people must tackle each new problem on the basis of what they have learned before.

(6) Most adults reject authoritarian and teacheristic attitudes in the teacher. Adults have had individual liberties and independence, and have been treated as adults rather than as children. They want to think for themselves. However, they will show real respect for competence in teachers. While they will not be treated as children, they have adults' respect for mastery. They respond to leadership that recognizes their maturity, that treats them as thinking persons, that capitalizes on their experience and special abilities. Adult teaching is no place for a boss or a formal pedagogue.

(7) There are certain areas of learning that can be undertaken only in adulthood. Agriculture has many such areas. In some areas boys have no chance to practice, and therefore little incentive to learn; nor have they a background for the learning.

(8) In general, the volume of interest does not shift materially as people grow older. Certain interests become less intense, especially those concerned with physical activity, but seldom do interests upon which adult education depends become significantly less. The interests of adults are ready to be used to motivate their learning.³²

IV. CONSIDERATION OF OBJECTIVES, VALUES, PRINCIPLES

Treatment of the basic aspects of adult farmer education would not be complete without reflection on the objectives, values and principles of such a program—an imperative supplement to the "why" of its organization and conduct.

Objectives. Nolan has this to say pertaining to the objective of agricultural education:

32 Hammond, op. cit., p. 272.

The object of agricultural education is not even to arrest the tide that flows cityward and turn it back to the land, although that is one of the results; but the great purpose is to fit for country life those who have casted or who are about to cast their lot with the farm, emphasizing the fact that when proper attention is bestowed upon this great calling, it will find of itself its proper place in affairs of America, and that that place will be both high and serviceable.³³

He further specifies these objectives as he states:

The specific aims of vocational agricultural education for the individual student are: (1) to give the pupil who intends to become a farmer a preparation for wholesome and successful farming and country life; (2) to give the skill and knowledge necessary to the control of plant and animal production, to the end of economic profit; and (3) to articulate such education with other education so as to provide an educated country gentlemen who works with his hands and gathers about him all the best things which civilization affords.³⁴

Hamlin outlines a broader view as he proposes the following objectives:

(1) Increased interest in life, in farming, in the community, nation and world.

(2) Increased ability to work with others in the family and in community groups.

(3) Increased adaptability in anticipating change and making adjustments to it.

(4) Increased understanding of the possibilities and values of a democratic way of life and increased ability to apply the principles of democracy in all relationships.

(5) Increased ability to use the agencies which have been provided for the use of farmers.

(6) Improved ability to think individually and as a member of a group.³⁵

33 Nolan, op. cit., Introduction.

34 Ibid., p. 2.

35 Hamlin, op. cit., p. 272.

Ekstrom and McClelland delineate the following as objectives of adult farmer programs:

Adult education should assist the farmers to do the following things:

- (1) To provide and maintain appropriate farm machinery and power equipment.
- (2) To provide high quality farm products efficiently.
- (3) To market agricultural products economically.
- (4) To conserve and improve the soil.
- (5) To engage in cooperative buying and selling activities.
- (6) To keep, analyze and utilize some records.
- (7) To work with other farm and rural people in projects for the improvement of agriculture and community life.³⁶

Nolan suggests the following as objectives of adult teaching:

- (1) To attain social aims in view of modern demands.
- (2) To remove inefficiency in rural vocations.
- (3) Conservation of natural resources.
- (4) Promote health in rural life.
- (5) Promote a greater appreciation of art.
- (6) To promote moral growth.
- (7) To promote rural organization.
- (8) To provide a liberal education.
- (9) Help in solving rural problems.³⁷

Specific designations of objectives as applied to adult classes are given by Cook:

³⁶ Ekstrom and McClelland, op. cit., p. 24.

³⁷ Nolan, op. cit., pp. 2-7.

- (1) To give farmers additional information and farm skills.
- (2) For the betterment of agriculture in general.
- (3) To afford an opportunity for the agricultural instructor to render a service to his community, and to help "sell" the vocational agriculture program.
- (4) To help change or improve certain farm practices in the community and to extend the services of the high school and vocational agriculture to a larger part of the community.
- (5) To make new contacts and associations and thus increase the enrollment of the all-day department.
- (6) To lower the per capita cost of the agriculture teacher's instruction.
- (7) To help create and maintain cooperation between the farmer and the public school.³⁸

Kitts also puts forth specific adult program objectives as he states:

The objectives of a good adult education program could be:

- (1) To increase the technical knowledge.
- (2) To increase the number and quality of farm skills.
- (3) To promote cooperative effort.
- (4) To foster community interest and increase civic participation.
- (5) To develop a greater love and appreciation for rural living.
- (6) To increase ability to think individually and as a member of a group.
- (7) To increase ability to use the agencies which serve rural population.
- (8) To develop the ability to adapt the farming operation to anticipated changes.³⁹

³⁸ Glen Charles Cook, Handbook on Teaching Vocational Agriculture, Fourth Edition (Danville, Ill.: Interstate Printing Company, 1938), p. 417.

³⁹ Harry W. Kitts, "Working With Farmers", Agricultural Education Magazine, 24:66, No. 1, July, 1951.

Values. Schmidt and Ross suggest the following advantages of adult farmer classes.

(1) Teaching evening classes gives a vocational agriculture instructor one of the best opportunities to become personally acquainted with farmers in the community. This acquaintance enables the teacher to make better use of the farms in the community for effective field work with the other classes.

(2) Teaching evening classes acquaints teachers with the farming problems of the community. One really does not understand the agricultural problem in a community until he begins to help farmers solve their actual and present problems.

(3) Evening class instruction is an important factor in developing better cooperation with their boys on the part of the parents in the home project work and in other supervised farm practice work conducted by the all-day and part-time pupils. Adults who have attended successful evening classes are always more willing and eager to help their sons to succeed in the practical work these young men do on their home farms.

(4) Evening class instruction is a big factor in developing among farmers a favorable attitude toward all-day and part-time instruction in vocational agriculture. When farmers see the practical value of effective evening class instruction they will always acquire a more wholesome respect for the other types of instruction offered in vocational agriculture.

(5) Teaching evening classes always tends to make the teaching in the all-day agriculture class more practical. It tends to vocationalize the all-day program because of the intimate contact the teacher makes with the farmers and with their farming problems.

(6) Evening class instruction in vocational agriculture should be a factor in improving the economic conditions of the farmers. Attending evening classes gives each farmer an opportunity to solve some of his own problems. It gives the farmer an excellent opportunity to profit by the experience of some of the other farmers in the community, and it offers the best opportunity to each farmer to recognize and think more clearly about his own particular problem.

(7) Evening class instruction is one of the best means of developing a real cooperative spirit of farmers in a community. The pooling of the experiences of the farmers, the discussion in common of their problems, and their interchange of their ideas, all tend to make farmers work together more harmoniously; the tendency, once acquired, easily paves the way to more cooperative movements.

(8) Evening class instruction enables the teacher in the school district to render a greater educational service in the community. This increased service is always a factor in developing a more favorable attitude toward what the school is attempting to do.

(9) Evening classes bring taxpayers in direct contact with the school system. If the taxpayers, themselves, profit by the instructions, as they undoubtedly will in a successful evening school, they think less antagonistically about school taxes, and tend to criticize them less, and to accept them more sympathetically.

(10) Teaching evening classes develops in the teacher in vocational agriculture more pride in teaching and gives him more prestige in the community. The contacts he makes with the farmers and the experiences he gets in helping the farmers solve their problems makes the teacher feel that he has a real man's job and that he is doing big things with real people. This feeling, in turn, causes him much more enjoyment in his work in the community as a whole.

(11) Evening class instruction is a factor in lowering the per capita cost of instruction in vocational agriculture. The greater the enrollment in vocational agriculture classes the greater is the spread of the cost of instruction and of the supervision of the supervised farming practice work.⁴⁰

The following values of adult farmer classes are assigned by

Hamlin:

(1) Most of our adult farmers did not receive in childhood and youth the basic education or the education in agriculture they require.

(2) Farmers respond in large numbers when even fairly good programs of adult education are offered them by the schools.

(3) The efficiency of American farmers could be materially increased through a program of adult education which would reach effectively the masses of farmers.

(4) Any education in agriculture or in any other field that society urgently needs is education which adults should receive.

(5) Adults can and do learn and change.

⁴⁰ G. A. Schmidt and W. Arthur Ross, Teaching Evening and Part-time Classes in Vocational Agriculture (New York and London: The Century Company, 1931), p. 15.

(6) It is unwise to squander the whole of an individual's educational endowments in the first few years of his life.

(7) Adult farmers are more likely than their children to adopt new farm practices and when they put them into effect they are effectual on a large scale.

(8) We cannot do a good job of educating children without educating adults also.

(9) Adult education is necessary even to secure adequate funds for the support of the education of children.

(10) Adult education is a potent antidote against community stagnation or retrogression.

(11) Classes for adults may help to equalize opportunities among farmers.

(12) We can be certain that adult education, including education for adult farmers, is going to be provided at public expense.

(13) Adult education helps farmers to develop their leadership possibilities.

(14) Adult classes help farmers to learn from each other and to use effectively the agricultural agencies which have been placed at their disposal.

(15) Teaching adults is good for teachers.

(16) Good teachers are more easily retained if they teach adults.

(17) While other agencies for the adult education of farmers are doing an effective job with the resources at their command, they are now inadequate and they are likely to be inadequate for the task at hand.

(18) Adult education has a contribution to make to the mental health of farmers.

(19) The time is coming when communities, for their own protection, will have to provide for adults (including farmers), in their community schools.

(20) Farmers need adult education in prosperity as well as in adversity.⁴¹

⁴¹ Hamlin, op. cit., p. 253.

Deyoe suggested the following as values of adult farmer education:

(1) A needed service is rendered to farmers in the improvement of farming and farm life. Because of rapid changes and increased complexity in agriculture, new problems of importance are arising.

(2) A basis is provided for evaluating the effectiveness of these classes.

(3) Through encouragement generated by the improvements in his farming and the interest of the teacher in agriculture, the farmer is stimulated to put forth increased effort in farming.⁴²

A summation of these values is delineated by Ekstrom and McClelland who state as follows:

From the standpoint of the school and the community

(1) The teaching of courses of out-of-school groups, and particularly of adult farmers, makes for desirable relationship between the school and the community. Patrons are brought into direct contact with the school and become more ardent supporters of its program. In turn, opportunities are provided by the school and other agencies in the community may be of service to the community and adult farmer groups.

(2) The school plant is used more effectively in a community when systematic instruction is offered to adults than it is if instruction is confined to children.

(3) Leadership is developed. Opportunities are afforded whereby the personal qualities of individuals may be developed and wherein they may obtain additional knowledge which will assist them in guiding the thinking of their associates and helping to promote activities of common interest to the community.

From the standpoint of the class member

(4) Students enrolled in young farmer classes receive assistance in matters of placement and in the solution of problems related to farming. They also have an opportunity to extend their formal training which they previously received through skilled courses and instruction in subjects to agriculture.

⁴² George P. Deyoe, Supervised Farming in Vocational Agriculture (Danville, Illinois: Interstate Press, 1943), p. 438.

(5) The benefits to adult farmers are largely economic, resulting from the solution of problems pertaining to the production of crops and livestock, the control of insects, pests and diseases, soil conservation, marketing, credit, tenancy and tenure, and governmental policies towards agriculture.

(6) Opportunities for group action on the part of farmers are also facilitated through instructional groups. Illustrations of such activities include buying and selling pools, breeding associations, performance testing, field demonstrations, and the cooperative use of specialists such as veterinarians.

From the standpoint of the teacher

(7) The teaching of out-of-school groups, particularly adult farmer classes, forces the teacher to make regular contact with the persons of the district. No other person in the school system deals as closely with different family situations as the teacher of vocational agriculture, thereby providing added opportunities to be of service.

(8) The teaching of these classes induces the teacher to keep thoroughly acquainted with agricultural developments. In the early years of vocational agriculture critics of the program frequently stated that the teacher was not as practical as the worker in some of the related fields. This criticism disappeared as the teachers developed programs of adult education requiring that they become thorough and practical students of the subject matter being taught.

(9) The teaching of adult classes had contributed in no small way to the improvement of instructional procedures. The successful teaching of courses in which the attendance of registrants and the application of the principles taught are voluntary calls for the best teaching techniques which can be employed. Under the stimulation of adults, the teacher constantly seeks for professional improvement.

(10) The all-day program is benefited from the teaching of adult classes. The farmers who have sons in high school classes take more interest in the department, cooperate with the teacher in his endeavors to build a strong Future Farmers of America chapter and to build strong farming programs among the students. Certain objectives of the teacher, such as improvement of a poultry enterprise, can also be more fully realized if all groups with whom the teacher works cooperate in the program for improving the enterprise in the community.

(11) The prestige of the teacher improves tremendously with the successful teaching of adult classes. Nothing succeeds like success. Farmers who participate in a successful class become enthusiastic supporters of the teacher; recognition is forth coming which results in personal satisfaction to the teacher and usually in increased compensation.⁴³

⁴³ Ekstrom and McClelland, op. cit., pp. 17-19.

Dunkelberger amplifies this contention as he outlines the following values of adult farmer education:

Values to the individual farmer

- (1) Become a more cooperative and broad-minded member of society.
- (2) Become more proficient and progressive in farming.
- (3) Adopt new farming practices.
- (4) Become a more competent leader.
- (5) Improve his attitudes, ideals, and habits.
- (6) Become aware of his changing society; meets and accepts challenges and changes.
- (7) Believes more firmly in the dignity of his work.
- (8) Improves upon his farm living.
- (9) Improve the quality of his farm products and markets them more advantageously.
- (10) Remains abreast in modern trends in farming.
- (11) Follows his problems by himself more ably.
- (12) Conserve soils and natural resources more effectively.
- (13) Strengthens his desire to have his children engage in farming.

Values to the community

- (1) Prevents community stagnation.
- (2) Brings more wealth and prosperity.
- (3) Realizes more fully the importance of agriculture and becomes more interested in it.
- (4) Improves rural-urban cooperation.
- (5) Avails the community to more wholesome and better quality farm products.

Values to the school

- (1) Receives greater moral and financial support from rural citizens.

(2) Increases the school support of individuals who have not previously shown much interest in the school.

(3) Increases school enrollment since some children will attend that would normally stop school.

(4) Increases the holding capacity of schools since parents desire their children to continue.

(5) Improves school-community relationship.

(6) Alertness by the school to community needs.

Values to the Vocational Agriculture Department

(1) Increases the interest of all-day students in vocational agriculture since their dads are evening class members. It thereby places the department on a higher plane in the minds of the all-day pupils.

(2) Increases all-day enrollment. They build up a faith in the work of the department and thereby realize the value of the course for their sons, and, as a consequence, more boys attend school and more of them take vocational agriculture.

(3) Brings about a closer father-son cooperation which is essential in a good farming program.

(4) Increases the respect for vocational agriculture among farmers and causes the department to be more meaningful.

(5) Increases cooperation between the department and farmers.

(6) Increases the ease for arranging for field trips for classes.

(7) Develops better and broader farming programs of all-day students.

(8) Alerts the teacher to community needs.

(9) Stimulates the teacher to remain abreast of modern agricultural practices.

(10) Causes the teacher to become an integral part of community life.⁴⁴

⁴⁴ Paul C. Dunkelberger, "Values of Adult Farmer Classes," Agricultural Education Magazine, 23:150, No. 7, January, 1951.

Principles. Ekstrom and McClelland advance the following concepts of democratic living:

- (1) Individuals should be granted freedom insofar as such freedom does not interfere with the rights of others.
- (2) The dignity and worth of all individuals should be recognized.
- (3) Action should be based upon intelligence rather than upon the arbitrary rulings of a dictator.
- (4) Individuals should be willing to cooperate with others in the extension of common interests and concerns.⁴⁵

Brown proposes that education planning should be based on the below listed principles:

- (1) All the people, both lay and professional, who are affected by the school program should have a part in its planning.
- (2) Educational planning should be based upon problems discovered through the study of factual data, and a program should be agreed upon only after the best practices have been explored.
- (3) The planning process is as important as the product of the planning.
- (4) Members of a planning group should work in terms of long range objectives. At the same time, group action should be taken on those parts of the program that require immediate attention.
- (5) Provisions should be made for the development of local leadership in order that educational planning may be continuous.⁴⁶

Principles of a good vocational program are set forth by McCarthy as he states:

- (1) Program must be based on needs.
- (2) Program must be specific.

⁴⁵ Ekstrom and McClelland, op. cit., p. 183.

⁴⁶ W. R. Brown, "A Democratic Way in Program Planning," Agricultural Education Magazine, 22:6, No. 1, July, 1949.

- (3) The program must be flexible.
- (4) Trainees must be trainable.
- (5) Training must be effective in a school environment.
- (6) Instruction must be of functioning type.
- (7) Adequate buildings and facilities are necessary.
- (8) Adequate funds should be provided.
- (9) Competent instructors a primary consideration
- (10) A need for sound administration.
- (11) Program must be socially acceptable.
- (12) Program must be acceptable to employers and workers.
- (13) The program must be supported by a board of education.
- (14) The program must operate with conformity to legal restrictions.
- (15) The program must operate with conformity to state plans.
- (16) A successful program results in placement.⁴⁷

Bulletin No. 89 delineates the following principles of adult farmer classes:

- (1) There should be an efficient teacher on the job--a real leader who is able to win the confidence of the farmers and organize the work according to their needs.
- (2) The teacher should have a diagnosis of the agricultural problems of the community and outline a program for their solution.
- (3) The actual problems of the farmer should be the basis for the course of instruction.
- (4) The unit course furnishes the best means of instruction.
- (5) The methods of instruction should be adapted to the problems to be presented and discussed.

⁴⁷ John A. McCarthy, Vocational Education: America's Greatest Resource (Chicago: American Technical Society, 1950), pp. 123-147.

(6) Old and young should be segregated in most cases according to the age, numbers, and purpose of the course.

(7) The follow-up work should be specifically directed to the supervision of practice related to content of the course and should include the securing of suitable records or accounts.⁴⁸

Summary. It becomes evident from the consideration of these objectives, values and principles, that our educational planners envisioned a continuous, comprehensive, practical and flexible program designated to meet the needs of all, having as its end point maximum individual and social betterment. The task now before us is the consideration of the "ways and means" of attaining this end.

V. ORGANIZATIONAL CONSIDERATIONS

Teacher planning and preparation. Fundamental to the success of any program are adequate planning and preparation. Gregg has this to say pertaining to the outlining of adult farmer classes: "Careful planning, thorough preparation, and the usual procedures commonly followed by teachers in all-day classes should be characteristic of all adult farmer instruction."⁴⁹

Ekstrom and McClelland advance the following as steps in planning adult farmer programs:

- (1) Set up the general objectives for the program.
- (2) Determine instructional need.

⁴⁸ Agricultural Evening School, Bulletin No. 89, Series No. 17, Federal Board of Vocational Education (Washington, D.C.: United States Government Printing Office, November, 1923), p. 39.

⁴⁹ Burton W. Gregg, "Involving Farmers to Put Adult Farming Programs on a Long-time Basis," Agricultural Education Magazine, 24:112, No. 5, November, 1915.

(3) Set up specific objectives, including anticipated outcomes, for the course to be taught currently.

(4) Develop plans for farming activities through the course presentation.

(5) Supervise the follow-up program.

(6) Check upon outcomes.⁵⁰

Peterson establishes the following as pertinent questions that the teacher should ask before deciding that there is a need for adult farmer education in his community:

(1) Does a survey of the human and agricultural resources of the area reveal a need for such a program? A desire for it?

(2) What is the immediate program of work for the department? The long time program?

(3) Is the school administration favorable to such a program?

(4) What is the status of vocational agriculture in the community?

(5) What is the teacher's daily teaching load? Does it allow time to devote to an adult program?

(6) What are the recommendations of the Agricultural Advisory Committee?⁵¹

Bulletin No. 89 adds to this list in setting forth the following factors as pertinent questions to be considered:

(1) What are the farming occupations or agricultural pursuits in a community for which evening agricultural instruction can be given?

(2) Which of these shall be chosen for evening-school work?

(3) What conferences of local farmers can be held in order to determine farm needs?

⁵⁰ Ekstrom and McClelland, op. cit., p. 39.

⁵¹ C. D. E. Peterson, "Methods With Adult Farmers," Agricultural Education Magazine, 23:66, No. 3, September, 1950.

- (4) What steps can be taken to secure adequate funds for the work?
- (5) How can specialists from the outside be secured?
- (6) Where can classes be held most advantageously?
- (7) What utilization of private equipment is possible?⁵²

Cook conditions success of adult farmer classes by proposing the following as essential issues in planning such a program:

- (1) Study the needs of the community through personal solicitation and surveys.
- (2) Consult the superintendent of the school and the school board members.
- (3) Consult the county agent.
- (4) Talk to progressive farmers.
- (5) Ask bankers and businessmen for suggestions.
- (6) Consult any other influential people of the community.
- (7) Determine what course is needed most.⁵³

Also essential to the planning phase is consideration of the group to be reached. Peterson identifies adult farmers as:

- (1) Individuals who have decided upon farming as an occupation and have established themselves in farming situations.
- (2) Individuals with family responsibilities and community obligations.
- (3) Individuals, who because of their commitments, cannot make major shifts of adjustments readily.
- (4) Individuals with farm managerial responsibilities who can make management decisions.⁵⁴

⁵² Bulletin No. 89, op. cit., p. 4.

⁵³ Cook, op. cit., p. 427.

⁵⁴ Peterson, op. cit., p. 66.

Another factor requiring preparatory consideration is that of the physical characteristics of the classroom. Ekstrom and McClelland suggest the following as major requirements: "Suitable size, comfortable seating, electricity, and heat."⁵⁵

Bass supplements this consideration of the classroom by suggesting the following teaching materials and teaching aids:

- (1) Reference books.
- (2) Bulletins.
- (3) Charts.
- (4) Film strips.
- (5) Lesson plans.
- (6) Magazines, magazine articles, and related printed materials.
- (7) Materials for use in opaque projector.
- (8) Slide films—2 inch by 2 inch.
- (9) Specimens.
- (10) Projection equipment.⁵⁶

The allocation of time is a question at issue in the organization of many adult programs. It is suggested by Ekstrom and McClelland that:

It must be demonstrated that the adult phases of the program are essential and that they will not be successful unless the teacher has adequate time for organizing classes, developing teaching materials, supervising follow-up programs. Any teacher should be able to devote profitably from one-fourth to one-half of his time to work with young and adult farmers.⁵⁷

⁵⁵ Ekstrom and McClelland, op. cit., p. 54.

⁵⁶ Bruce Carter Bass, "Organizing and Storing Teaching Materials," (unpublished Master's thesis, Virginia Polytechnic Institute, Blacksburg, 1950).

⁵⁷ Ekstrom and McClelland, op. cit., p. 41.

Fleener touches on this same phase of adult work when he proposes:

Since the teacher of agricultural evening school was employed for full time as a teacher of vocational agriculture in the local high school, there is a limit to the amount of time and attention that he can be expected reasonably to devote to evening class work for adult farmers. By careful planning some of the vocational agriculture teachers have found it possible to teach more than one evening class during the year where the need justifies the work. Frequently a teacher organizes two or more evening classes in different neighboring localities and teaches the same subject matter at these various places. Some time the classes run concurrently, meeting on different days of the week, but occasionally one school follows another. This arrangement saves time and effort since preparation for one class often serves for the other as well.⁵⁸

Ekstrom and McClelland stress the need of planning a coordinated program as they state:

The advisability of correlating the efforts of the different types of classes is of sufficient importance to justify reemphasis. The total job of a teacher is a big one towards which most progress can be made if his efforts are concentrated on relatively few undertakings, and in which his various groups have common interest. If a major need in the community is that of improving the dairy herd, the all-day pupil may obtain improved strains of young stock and test the herds for butter-fat as part of the farming program. The young farmers, as well as the adult farmer students, may be interested in practices making up for improved feeding, breeding and management of the herds and etc.⁵⁹

This contention is amplified to encompass agencies outside the school by Hamlin as he affirms:

It is important in planning a program of agricultural education in the community schools to remember that there are agencies other than the school which are engaged in agricultural education and that the job to be done is so vast and the personnel of all agencies combined is so limited that all together will not do justice to it.⁶⁰

58 B. H. Fleener, Adult Education in Agriculture (Manhattan: State Board for Vocational Education and the Division of Extension, Kansas State College of Agriculture and Applied Science, June, 1932).

59 Ekstrom and McClelland, op. cit., p. 120.

60 Hamlin, op. cit., p. 156.

Hamlin emphasizes his point as he states:

In most communities other agencies for the education of adult farmers were in operation before the schools entered the field. This makes it especially important that the schools work with these agencies, drawing upon their experiences and using their personnel to assist appropriately in the school's program. Any legitimate agency of adult education in agriculture should be helped, not hindered, by the school's effort. There is much more work to do than all can do together.⁶¹

A needed step in the planning of an adult program is the assimilation of information about the community. Hamlin sets forth the following relative to this factor:

There has been recognition almost from the beginning of agricultural education endeavors that each community must be systematically studied in order that a program of agricultural education "tailor-made" for that community may be developed. Community surveys of various types have been carried out by teachers of agriculture and their students. At no point in the entire program of agricultural education, however, has there been a more nearly complete breakdown of a function deemed necessary.⁶²

Gamble emphasizes this thought as he states:

In summary, I believe a determination of interests and needs of farmers can be made only after the instructor, through a personal survey, has found the problems encountered in the farming activities of the farmers in the community. With these problems in mind, as well as recreational, non-vocational, and avocational interests, the instructor can make a summary of the major needs and interests of the group to present to the advisory committee. From this summary the advisory committee and the instructor can plan the first year's and the long time program. This program should better equip the class members to meet everyday problems in their farming and related activities.⁶³

61 Ibid., p. 281.

62 Ibid., p. 40.

63 William K. Gamble, "Determining What to Teach Adults and Young Farmer Classes," Agricultural Education Magazine, 23:149, No. 7, January, 1951.

Bulletin No. 10 augments this delineation somewhat as it suggests:

The knowledge of farm problems which the teacher secures from farmers themselves may be supplemented through other sources. You may, for example, learn much about the quality of farm products in the community and about the problems of marketing them by visiting vegetable and fruit markets, livestock auctions, cotton gins, milk plants, and other distributing and processing centers where agricultural products are concentrated. Other information may be gained by observing general conditions in the community, such as an unusual abundance of feed for which barn space or other suitable storage is lacking and etc.⁶⁴

Hamlin also encourages this feeling that all available information should be collected as he advances:

There is already available a great deal of information about each rural community more than there ever has been before. The first task is to assemble, interpret, and put before the community what is already known. The following list of the common sources of information about a community suggests the possibilities: the records of the school's agriculture department, the general records of the school, the records of the county agent, soil surveys, the records of the soil conservation district, the records of the local office of the Agriculture Adjustment Administration, the records of cooperators in farm management record projects, dairy herd improvement association records, swine improvement association records, the records of REA.⁶⁵

A forward thinking teacher would do well to include in his preparation some reflection on the salient factors that have accompanied the organization of successful adult farmer programs in the past. Horne has this to say about a successful program:

(1) It started in a small way growing out of the farm problems and community needs. These problems and needs were evident or were discovered by a leader capable of making farmers conscious of them.

(2) It is based upon, and deals with, local farm and community problems.

(3) It is cooperatively developed with the members and teacher working together.

⁶⁴ Bulletin No. 10, op. cit., p. 9.

⁶⁵ Hamlin, op. cit., p. 42.

(4) It developed along a natural course as indicated by the needs and abilities of the group to develop a solution for their particular problem.

(5) It uses the available resources to secure the best service for the farmers.

(6) It⁶⁶ pools the experience of all members and goes beyond the classroom.

Vocational Division Bulletin No. 234 follows somewhat the same approach as it proposes:

(1) The individuals enrolled for instruction are living on farms where there is at least a reasonable chance for them to succeed as farmers.

(2) Class and group instruction is supplemented by individual instruction in a challenging situation on the farm where the individuals live.

(3) "Directed or supervised farm practice" is effectively used in developing specific abilities in farming.

(4) Individuals with similar problems are enrolled in courses with other individuals, except in special situations, rather than having them in segregated groups.

(5) Persons enrolled for the instruction have an important part in planning the educational and training program and in the conduct of each class or group discussion or meeting and in the evaluation of the outcomes of the instruction.

(6) The program is so organized that instruction is offered throughout the year with intensive instruction at appropriate times.⁶⁷

The desirable characteristics of a workable program are outlined by Brown as he says:

⁶⁶ T. J. Horne, "Securing and Maintaining Farmer Interests in Adult Education," Agricultural Education Magazine, 23:151, No. 7, January, 1951.

⁶⁷ Vocational Education in the Years Ahead, Vocational Division Bulletin No. 234, General Series No. 7 (Washington, D.C.: United States Department of Education, 1945), p. 57.

(1) The program was an important part of a community program of adult education in all phases.

(2) Instruction was organized and extended over the entire 12 months and over several years.

(3) Key individuals (farmers, businessmen, students) were active in securing class members and planning the instruction.

(4) The location of the school, the type and time of instruction was determined by the class members.

(5) There was an active, functioning advisory council or committee planning and guiding the program.

(6) The teaching units were approached through the farming problems of the community and the members of the group.

(7) Teaching was largely on conference basis with members relating their experiences. Many of the points of discussion were illustrated by local problems, charts, films or other visual aids.

(8) Farmers adopted the program advocated for their home situations. The teacher gave excellent assistance by home visitations and discussions of the problems in individual conferences.

(9) Regular organized instructions extended over a series of meetings at frequent intervals as a conservative series of lessons on an agricultural topic.⁶⁸

Engelking supplements these considerations by emphasizing the practical side of adult farmer education. He states:

It was observed that the following pattern is used by most teachers who conduct successful evening schools:

(1) Use an advisory council in setting up the course of study, helping enroll the members and sponsoring the evening school.

(2) Frequent visitations on the farm of individual farmers before the evening school starts, during the evening school course, and after its completion. Individual visitations on the farms of the members results in individual instruction and farmers will begin to regard the agricultural man as the agricultural leader of the community and not just another teacher from the high school.

⁶⁸ Ralph N. Brown, "The Development of Agricultural Evening Classes in California," (unpublished Master's thesis, University of California, Berkley, 1926).

(3) Base all teachings of adult farmer classes on the "doing" method. "Learning by doing" is not just a phrase, it is a "must" if you are to have a successful adult evening school.⁶⁹

Tentative teacher planning and preparation, then, is the beginning step in initiating a program of adult farmer classes.

Farmer participation. Subsequent to the teacher's preparatory consideration, the next logical progression is for the farmer to enter actively into the deliberations, supplementing and affirming the tentative preparatory work of the teacher and "selling" the program to the community.

Bulletin No. 10 affirms this contention as it maintains:

One of the most dependable ways of making sure the farmers attend a meeting is for the teacher to see that farmers have a major part in planning and arranging for the meeting. Usually the first step in doing this is for the teacher to contact leading farmers who have the particular problem and talk with them individually about what could or needs to be done. Often it is then desirable to get some four or five leading farmers together to discuss the problem and to lay tentative plans. It may also be wise to get these farmers to help you contact other farmers, sounding their feelings about the problem and interesting them in doing something about it. Sometimes before having a general meeting of the farmers, you may find it desirable to have another meeting of these same few farmers to discuss the reaction of other farmers and to make any needed revision in the tentative plans.⁷⁰

Kitts acknowledges farmer participation as he declares:

Most planning should proceed on a democratic basis. The group should determine the time of instruction, taking into consideration the schedule of the agriculture teacher, the frequency and duration of meetings, the nature of instruction and complete their own arrangement. Elaborate organization details are not necessary.

⁶⁹ H. F. Engelking, "Faith in Adult Education," Agricultural Education Magazine, 22:133, December, 1949.

⁷⁰ Bulletin No. 10, op. cit., p. 15.

A program committee should confer with the teacher and outline the topics to be discussed, arrange for outside speakers, tours, and similar details. There might be an additional committee to supply refreshments after each formal class session.⁷¹

Supplemental information from farmer sources is emphasized by Phipps as he states:

A long-time program of instruction should be developed. Farmers should be encouraged to review their farm and home situations, and prepare a long-time plan covering the kind of training they will need in developing satisfactorily their individual farming programs.⁷²

Ekstrom and McClelland support the view of farmer participation as they suggest:

Before an effective course of study can be organized it is necessary to do the following things:

- (1) Set up the objectives underlying the adult farmer program.
- (2) Determine the instructional needs in the light of these objectives.
- (3) List the outcomes which should result from the instruction.⁷³

Phipps suggests the following criteria for farmer-teacher planning of objectives:

Teacher-pupil planning of objectives and goals is necessary for effective use of problems in the classroom. The attempt to base instruction on problems without first developing meaningful objectives through teacher-pupil planning is a farce. People do not have problems in farming unless they have objectives or goals. Neither do many pupils have concise, definite, and meaningful objectives concerning farming unless they have had guidance in defining these objectives.

The criteria suggested for Knuti were approximately as follows:

- (1) An objective should help a pupil to achieve his psychological needs.
 - (a) Secure the approval and affection of friend and family.

⁷¹ Kitts, op. cit., p. 66.

⁷² Phipps, op cit., p. 513.

⁷³ Ekstrom and McClelland, op. cit., p. 59.

- (b) Provide for social and economic security.
 - (c) Develop self-confidence and independence.
 - (d) Acquire the recognition and confidence of other persons in his group, class, and community.
- (2) An objective should help a pupil achieve his biological needs.
- (a) Provide wholesome activity and recreation.
 - (b) Maintain body health.
 - (c) Develop desirable habits and health practices.
 - (d) Develop wholesome relationships with the opposite sex.
- (3) An objective should help a pupil carry out his responsibilities for democratic citizenship.
- (a) Practice crucial judgment in economic and social issues.
 - (b) Recognition of the needs of implantation and change.
 - (c) Accept the democratic principles of economic and social equality.
 - (d) Accept civic responsibilities and participation in group activities.
 - (e) Acquire skills in group work and group planning.
- (4) An objective should be in keeping with the principles of learning.
- (a) The objective is appropriate for the ability of the pupil.
 - (b) The objective is in keeping with present and possible future interests.
 - (c) The objective is in keeping with the facilities, equipment, opportunities for farm practice, Future Farmers of America programs, class and shop instruction available.
 - (d) The objective provides a learning experience that will be of value in other situations.⁷⁴

⁷⁴ Lloyd J. Phipps, "Objectives and Problem Solving," Agricultural Education Magazine, 24:60, September, 1951.

There appears to be common agreement, as seen from the above excerpts, among leading writers on adult education relative to farmer participation. There also appears to be universal agreement as to how the farmer participation should be solicited and stimulated. Gregg states:

The Agricultural Advisory Committee has been generally recognized as a valuable source of help to the teacher in organizing and conducting adult farmer classes. Classes must be organized on the basis of the needs of the members of the classes taught and surveys of local farms made in a systematic way, constitute one of the best means of insuring the teaching of functional material. The advisory committee members are especially helpful in securing and interpreting survey data.⁷⁵

Bulletin 89 affirms this stand as it delineates:

To the end that the evening agriculture schools may reflect the agricultural interests of the community, advisory boards should play an important part in preparing plans for the organization and conduct of agricultural work.

The advisory board should be made up of persons who have had actual experiences in the occupation for which the schools prepare. Efficiency of evening agriculture classes will be measured largely by the development of ability to meet the demands of the farming occupations for which the school gives supplementary instruction.⁷⁶

This broad use of the advisory council is also advanced by Phipps as he contends:

An advisory council for a local vocational agriculture department is usually used in designing the over-all program in adult and young farmer education. The first job would be to determine, with the help of the community, the needs for education in agriculture. They then should decide, with the help of others, what are the most pressing needs. Advisory committees for each of the more pressing needs may then be established. Membership in an advisory committee for the adult education course can be composed of three or four of the members of the general council, or it may be composed of a chairman from the

⁷⁵ Gregg, op. cit., p. 112.

⁷⁶ Bulletin No. 89, op. cit., p. 27.

council and three or four other persons not in the council. Advisory committee members are selected for a committee because of their interest and particular educational need.⁷⁷

Ekstrom and McClelland emphasize the formation of objectives as they term the assistance of the advisory council thus:

An advisory committee can be used to excellent advantage in helping to develop long-time adult programs, and, subsequently, detailed plans for the coming year. The men comprising the committee would be familiar with farming problems of the area. They would be representative of the group with which the teacher works. Their combined judgment as to the objectives which should underlie the program coupled with suggestions as to how these objectives may be realized, should be of invaluable assistance to any teacher.⁷⁸

Summary. An excellent summation of these organizational considerations is provided by Ekstrom and McClelland as they suggest:

A calendar of year round activities for the guidance of teachers in organizing and conducting an adult program for the first time in the community may be somewhat as follows:

July, August and September

(1) Confer with school officials and representatives of agricultural agencies.

(2) Set up a central advisory council, and a separate committee for each class.

(3) Secure special teachers.

(4) Confer with councils and special teachers regarding: place and function of adult schools in the community; courses, centers, enrollees, number and distribution of meetings, time and length of meetings, class procedures, use of outside speakers and consultants, related farm practices, cooperative undertakings, evaluation of possible outcomes, relations with other groups, social and recreational activity, special events (such as tours and picnics).

(5) Collect data regarding the community situation relative to the subjects chosen.

⁷⁷ Phipps, op. cit., p. 522.

⁷⁸ Ekstrom and McClelland, op. cit., p. 43.

- (6) Outline courses.
- (7) Confer with specialists in the fields to be covered.
- (8) Collect all available experimental and other data and provide for making them accessible to classes.
- (9) Order bulletins for distribution.
- (10) Prepare mimeographed materials to supplement bulletins.
- (11) Improve the reference library of the department.
- (12) Prepare printed or mimeographed announcements for circulation in the community.
- (13) See that the councils recruit definite memberships.
- (14) Conduct training conferences with special teachers.

October to March

- (1) Conduct a series of lessons with each class.
- (2) Bring the classes together to present matters of common interest.
- (3) Secure statements of proposed improved practices to be introduced by class members on their farms.
- (4) Hold a "commencement".
- (5) Set up group and individual demonstrations of new practices to be observed later by class members.
- (6) Schedule spring and summer meetings of the classes.
- (7) Hold regular meetings with the advisory council or class committees to appraise progress and change plans as needed.
- (8) See that adequate records are kept.

April to June

- (1) Convene the council for an evaluation of the winter's work and the planning of spring, summer and fall activities.
- (2) Visit farms of members, assist in applying new ideas and in studying the entire farm situation.
- (3) Keep in touch with demonstrations which have been set up.

(4) Supervise community undertakings.

(5) Conduct trips to farms of class members and to class demonstrations.

(6) Continue council meetings with emphasis on evaluation of outcomes.

(7) Conduct seasonal meetings for class members.

(8) Organize and conduct adult schools for special groups able to meet during the spring, summer and early fall.

(9) Report on year's work to school administrators and the Board of Education.⁷⁹

The above has been a general treatment of the factors to be considered in organizing an adult farmer class. Chapters III and IV will deal with many of these items more in detail.

VI. INSTRUCTIONAL CONSIDERATIONS

Our attention is now turned toward a generalized treatment of the instructional phase of adult farmer classes. Here, again, a more detailed summation of the varied facets of this portion of the program will be given in succeeding chapters.

Role of the teacher. The role of the teacher—as an instructional leader, a resource person and a stimulator of farmer activities—is basic to this phase of adult farmer education. Bulletin No. 10 states:

In order that we may better understand this role of the teacher, let us consider some definite things which he must strive for.

(1) Get the farmer to understand that he must solve his problems himself.

(2) Get the farmer to realize he has the necessary abilities.

⁷⁹ Ibid., pp. 55-57.

(3) Arouse in the farmer an impelling desire to act.⁸⁰

The importance of adapting the offerings to the needs of the farmers is characterized by Peterson as he suggests:

Since adult school is designed to deal with adult farmers, procedures used in teaching should be adapted to their characteristics and needs. The most important characteristic consists in the possession of a large fund of practical experience together with self-reliance that goes with experience. The most important needs from an educational standpoint consist in: (1) new information as to farm conditions and farm practices resulting from experimentation, use in new machinery, market demands and facilities, and transportation; (2) instruction in certain management jobs, and, in some cases certain operative skills; and (3) opportunities to discuss their common problems and pool their experience under the direction of a competent group leader.

Therefore, I think the teacher should choose his educational procedures, whether informing, instructing, holding a conference discussion, field meetings and tours, or a combination of these, with a view of meeting the common and immediate needs of each group of farmers assembled wherever they may be.⁸¹

Bulletin No. 10 amplifies the human side of adult education as it delineates:

Thoughtful teachers have discovered two things:

(1) They have found that their successes and failures have not depended as much upon their knowledge of good farming practices as upon how careful they have taken into account the human elements in dealing with farmers.

(2) As they have become increasingly aware of the significance and importance of these human elements, they have sensed something else; that adult farmer education implies something more deeply satisfying than helping farmers to adopt practices that will make them a few more dollars—it implies the awakening of undeveloped powers in farmers themselves.⁸²

⁸⁰ Bulletin No. 10, op. cit., p. 4.

⁸¹ Peterson, op. cit., p. 57.

⁸² Bulletin No. 10, op. cit., p. 5.

Supplementing this thought we have further remarks from the Special Helps Bulletin No. 10 which sets forth:

Genuine farmer education, genuine farmer development must be self-education or self-development. A teacher desiring to bring this about will not try to get rid of farm problems by relieving farmers of their responsibilities. He does not seek opportunities merely to dispense agricultural information or perform agricultural services. His method is different because his purpose is different. He stimulates farmers to explore possibilities in themselves and in their relationships with others.

When our educational aim is centered on the farmers, rather than upon farming practices, the importance of the human elements in farmer education is made clear. A teacher, of course, must have a thoroughly adequate knowledge of agriculture and of local farming problems, but these must be secondary to his ability to work and get along with farmers as people. This, in its essence, depends upon his attitude toward farmers, and upon their attitude towards him.⁸³

Bulletin No. 10 also emphasizes the need for acknowledging farmer status and problems as it contends:

In order to succeed, adult farmer education must start with farmers where they are and as they are and help them to go where they want to go. It must, in other words, start with a problem farmers are interested in—interested enough to do something about. As long as the interest of the talk is centered upon the farmers themselves and not upon the mere adoption of some improved practice, it doesn't make much difference what the problem is. A problem on which farmers can act with satisfaction to themselves will result in a desire for further learning and further self-development.⁸⁴

The seeking of farmer respect and confidence is emphasized as well by this adult summary:

It is almost a platitude among teachers of vocational agriculture that before one can work with farmers, he must win their confidence and respect. Gaining the trust and respect of farmers, of course, depends upon many things, including the teacher's knowledge of farming; but above everything else it depends upon the teacher's own attitude toward farmers and his understanding of them.

83 Ibid., p. 6 and p. 11.

84 Ibid., p. 10.

"If you want to succeed with farmers," says a vocational agriculture teacher with a long term of success in the same community, "you've got to love people." Love of people, such as this teacher speaks of, can only come from a deep sympathetic interest and understanding of people. It cannot be put on or pretended. It is not conveyed alone by your words or gestures but by the spontaneous light of your eyes, the uncontrolled expressiveness of your face.

If you want to understand and like farmers, then, you must mix freely with them, mix with all kinds. It is natural for us to like those who are responsive and friendly, but this is not enough. You will also need to learn to like those who are distant or difficult--even those who are considered plain ornery or cantankerous. You must not only learn to take people as they are, but to understand them and love them as they are.

Along with an understanding and general liking for the farmers of his community as people, the teacher must, of course, have an intimate knowledge of their individual and collective farm problems. The primary source from which he must get this information is his contacts with the farmers themselves; and his getting it is inseparable from his learning about these same farmers as people.⁸⁵

The teacher's task in relating these problems to changing conditions is suggested by Schmidt and Ross as they declare:

Not only does he need help to meet the demands on him, but he will also be in need of such help many times as changing conditions and problems require the use of new facts and new ideas in their solution. In fact, he will as occasion requires be in need of such assistance all the days of his life. There is no such thing as a permanently and completely equipped farmer any more than there is such a mechanic.⁸⁶

Further evidence of the teacher's role as a stimulator is advanced by Bulletin No. 10 which proposes:

In every man there are abilities lying untouched and unused. To help farmers to discover and develop the unsuspected and unused possibilities lying within themselves should be the over-all purpose of adult farmer education. To do this, we must provide activities and situations that will call out these hidden resources and capacities of farmers, and we must see that their use takes place in a

⁸⁵ Ibid., p. 6.

⁸⁶ Schmidt and Ross, op. cit., p. 42.

way that will bring farmers increased understanding, satisfaction, and confidence.⁸⁷

A word of caution is injected into the teacher's function by the Texas Bulletin as it asserts:

Merely associating with farmers, however, will not bring understanding. Something more than mere contact is necessary. The teacher must develop an active habit of studying farmers as people, of seeking to find out what they are, what they think, what they want. He must learn to recognize how people's inner nature are revealed in their actions. The secret of this is to learn how to forget yourself and to concentrate on the other fellow. As long as your thoughts are upon yourself--upon what you think or want to say--your impressions of the other person will be dull and inaccurate. Only by putting yourself out of mind and placing your thoughts upon others, can you become sufficiently sensitive to their moods and feelings, to the significances of slight tone and manner. Trifles in un-guarded moments often reveal hidden states of mind.⁸⁸

It would seem evident from the above suggestions relative to the functioning of the teacher that his task encompasses a great deal more than mere instruction; in fact, it might be said that his concomitant function of stimulating farmer self-initiative far outweighs his more commonly accepted role.

Methods. The utilization of methods is a second important consideration in the instruction of the class. Hamlin suggests:

Farmers (like other people) don't automatically change to the new method when it appears. A program to induce change must do two things--it must facilitate effective contact with the new method and it must provide reasons which make sense in terms of the basic values, motivations, beliefs and desires of the people.⁸⁹

⁸⁷ Bulletin No. 10, op. cit., p. 5.

⁸⁸ Ibid., p. 7.

⁸⁹ Hamlin, op. cit., p. 271.

The Adult Farmer Education Bulletin has this to say relative to methods:

The fact that the most effective methods of adult farmer education are usually those that cause the least attention to themselves should not blind us to the fact that methods are necessary. We can all learn from each other, it is true, without methods; but such learning is haphazard and uncertain of results. The teacher, because he is responsible for the nature and progress of farmer learning, has need of method. Use of method is always a distinguishing mark of the skillful teacher.⁹⁰

It amplifies this contention as it states:

The effective use of methods is not determined but is determined by the attitudes, opinions, reactions, and desires of farmers. In making the proper use of methods, therefore, the teacher does not focus his attention upon himself and his use of methods as such, but upon the farmers for whom he is working. As he senses what they think, feel, want, and believe, he strives intuitively to select, adapt, and improvise methods appropriate to the situation and to his purpose.⁹¹

Mursell supplements this thinking by suggesting that it is not the method in and of itself that is important, but the end product which results. He states:

Successful teaching is the teaching that brings about effective learning: A decisive question is not what method or procedure is employed, and whether they are old-fashioned or modern, time-tested or experimental, conventional or progressive. All such considerations may be important, but none of them is ultimate, for they have to do with means not ends. The ultimate criterion for success in teaching is results!⁹²

Bulletin No. 89 delineates three considerations for the choice of method. They are:

- (1) Character of the teaching unit.

90 Bulletin No. 10, op. cit., p. 17.

91 Loc. cit.

92 Mursell, op. cit., p. 1.

(2) The characteristics of the group.

(3) The working conditions.⁹³

It further amplifies this contention as it proposes:

(1) Good methods of instruction will be based on concrete experiences, since knowledge in any field is most commonly acquired through concrete experiences rather than through abstract thinking.

(2) Instruction in an evening agriculture school, as in other schools, should proceed from the concrete to the abstract.

(3) Methods of instruction in an evening school should provide for training based upon the experiences either in the class or in the daily work of the students.

(4) The work should be largely a training process, and correct methods of instruction will regard carefully the order in which experiences should be followed.

(5) Correct methods will be provided for thinking about things after actual experience with them.⁹⁴

Outlining the course. Ekstrom and McClelland propose the following as steps in outlining the course:

(1) Setting up a general objective for an adult farmer course.

(2) Listing specific objectives for a course in say, pork production.

(3) Surveying practices followed by class members.

(4) Prepare a list of approved practices and group activities to be promoted.

(5) Outlining the units.⁹⁵

They also suggest that the teacher might do well to link the subject to its related phases of living. They set forth:

Since it is important for students as well as teachers to have the information clearly in mind concerning the situation and the

⁹³ Bulletin No. 89, op. cit., p. 17.

⁹⁴ Loc. cit.

⁹⁵ Ekstrom and McClelland, op. cit., p. 61.

outlook as it applies to the subject to be studied, many teachers plan to devote some time early in the course to such a study. This plan has the following advantages:

(1) Students become more interested in the subject because they see its relation to the community, the national, and the international situation.

(2) An opportunity is provided for the members of the class to get an overview of conditions that apply to the enterprise, or the subject as a whole.

(3) This overview of the subject may assist students to see relationships that exist among various units or lessons that are included in the course.⁹⁶

Summary. An excellent summation is provided by Silvernail as he maintains:

The four year experience has taught us several things. To sum them up we include the following:

(1) Adult farmers usually know what they want and won't be satisfied with anything else.

(2) Adult class should be set up only when there is a definite need and a purpose.

(3) The adult farmer must be in on most of the planning before a successful class can be conducted.

(4) Adult farmers have many of the answers. If enough farmers participate the right answers will usually come from the group.

(5) The farmers must participate heavily in discussions. Most farmers are proud of their accomplishments and like to tell others about them. This keeps farmers interested in their class.

(6) If problems arise that no one in the class can answer, get a specialist in that field to answer the question.

(7) If smoking is permitted in the class, much of the tension is eliminated. Periods for smoking waste too much time.

(8) Farmers are practical men; keep all class discussions on a very practical basis.

⁹⁶ Ibid., p. 232.

(9) Do not try (as a teacher) to do all the work of organizing, etc., yourself. The farmers will help you and enjoy doing it if there is a need for the class.

(10) Use every possible teaching technique. Vary the ways of presentation. Add interest and spice to your class by trying new methods of teaching. Keep the class guessing about what's coming next.⁹⁷

VII. SUMMARY

It should be evident from the above considerations that a functional adult farmer class does not just happen—a great deal of effort, thought and human understanding on the part of the teacher is necessitated if a workable program is to be developed and maintained. There can be no substitute for adequate planning and preparation, a well founded understanding of "human nature" and a concerted effort to integrate all those components into a program of adult farmer education that will meet the needs of those for whom it is designed.

The teacher in the field will do well to synthesize the gleanings of his professional training, his experience in vocational programs, his knowledge of the community and the contributory facets of his own personality into a strong framework upon which he can build the type of program that will attain its individual and social ends.

Chapters III and IV will treat in detail the specific phases of organizing and conducting a functional adult farmer class.

⁹⁷ Harold Silvernail, "A Lesson in Adult Education from Experience," Agricultural Education Magazine, 23:153, January, 1951.

CHAPTER III

THE RELATIONSHIP OF ADULT FARMER CLASSES TO THE TOTAL SCHOOL PROGRAM

I. INTRODUCTION

The functioning of the whole of the educational endeavor is conditioned by the integration of its component parts into a united totality. These separate phases present indigenous characteristics and problems of administration, organization and conduct--yet each fits into the over-all picture in a prospective commensurate with its value to the individual, the school, the community, the state and the nation. Administrators and teachers are vitally concerned with the assaying of the relative importance of these component parts and with synthesizing them into a total program that will maximize attainment of the goals of the school.

Foremost in consideration in this thesis is the prospective of adult farmer classes in agriculture to the total school program. Chapter III will establish the pertinent thinking of secondary school principals and teachers of vocational agriculture in Louisiana concerning such a relationship.

II. THE IMPORTANCE OF ADULT FARMER CLASSES IN VOCATIONAL AGRICULTURE TO THE TOTAL SCHOOL PROGRAM

Demands of modern day society. The data of Table I establish the importance of the statement, "Adult farmer classes reach a relatively large group which is in need of education in order that members may meet the demands of modern day society." Of the 232 teachers of

agriculture and 238 principals of secondary schools represented in this study, 107, or 46.1 per cent, of the teachers and 94, or 39.5 per cent, of the principals indicated that they consider this assertion "Very Important" to the over-all organization and objectives of their school. One hundred and eleven, or 47.8 per cent, of the teachers and 118, or 49.6 per cent, of the principals reflected an "Important" rating. "Unimportant" was designated by 6.1 per cent and 10.9 per cent, respectively. The teachers from the "Cut-Over Flatwoods Area", and the principals from the "Brown Leam Mixed Farming Area" weighted the rating of "Important" somewhat more heavily than that of "Very Important". Both teachers and principals from the "North Louisiana Upland Cotton Area", the "Louisiana Rice Area" and the "Sugar Cane Area", indicated a higher incidence of "Unimportant" ratings reflecting the feeling that adult farmer services are somewhat less important in the economically more advanced farming areas.

The consistency evidenced, however, from the relative values assigned by both the teachers and the principals throughout the state establishes the feeling that professional educators feel that the services of adult farmer classes are "importantly" essential in fulfilling the demands for adult programs within the framework of the total program.

Support for this contention is reflected by Hamlin as he states:

Analysis commonly reveals that only from five to fifteen per cent of the people of a community who might use a department are using it. The principle way to extend a department's service to more people is through teaching adults.¹

¹ Hamlin, op. cit., p. 119.

TABLE I

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "ADULT FARMER CLASSES REACH
A RELATIVELY LARGE GROUP WHICH IS IN NEED OF EDUCATION IN ORDER THAT MEMBERS MAY MEET
THE DEMANDS OF MODERN DAY SOCIETY" AS DESIGNATED BY SECONDARY SCHOOL
PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	52.5	45.9	40.0	43.2	7.5	10.8
2	50.0	46.1	50.0	46.1	0.0	7.7
3	47.8	40.7	47.8	48.1	4.3	11.1
4	20.0	42.9	80.0	57.1	0.0	0.0
5	33.3	32.1	41.6	46.4	25.0	21.4
6	60.0	28.6	40.0	71.4	0.0	0.0
7	51.4	45.2	45.9	48.4	2.7	6.4
8	43.2	46.9	54.1	43.7	2.7	9.4
9	50.0	31.0	40.9	58.6	9.1	10.3
10	45.4	31.8	54.5	59.1	0.0	9.1
11	0.0	20.0	0.0	40.0	0.0	40.0
Per cent of Total	46.1	39.5	47.8	49.6	6.1	10.9
Total Number	107	94	111	118	14	26
Range	0-21	1-17	0-20	2-16	0-6	0-6

Hamlin also reveals:

The male farm constituency of a community school, 14 years of age or older, is likely to be made up somewhat as follows: 70 per cent adult farm operators, 20 per cent young farmers, and 10 per cent high school boys who are sons of farmers. If enrollment of the agriculture department is limited to the third group, only a tenth (and the least influential tenth) of this group is reached. The influence of the other 90 per cent may be quite adequate to counteract anything the school can do with the ten per cent it reaches.²

Bierschwale's survey indicated that: "Less than one-half the farmers had received some form of organized instruction in agriculture."³

Hamlin implies the task of the school as he asserts: "While other agencies for the adult education of farmers are doing an effective job with the resources at their command, they are now inadequate and they are likely to be inadequate for the task at hand."⁴

Georgia's Bulletin No. 20 stresses farmer needs as it states:

Farming is not static changes take place daily. New information is constantly added to our knowledge. Progressive farmers realize that to be successful they must learn to apply the new methods that are recommended.⁵

Use of school facilities. The statement, "Adult classes in agriculture help to utilize the school facilities and teaching personnel more fully and effectively," garnered extensive support by teachers and principals as an "Important" item in its relationship to the school's organization and objectives. One hundred and thirty, or 56 per cent, of the

2 Ibid., p. 35.

3 Albert Johnson Bierschwale, "A Study of the Needs of the Farmers in the Edwards Plateau Area of Texas and How Departments of Vocational Agriculture Can Help to Meet These Needs," (unpublished Master's thesis, Colorado State College of Agriculture and Mechanical Arts, Fort Collins, 1937).

4 Hamlin, op. cit., p. 253.

5 Bulletin No. 20, op. cit., p. 5.

TABLE II

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "ADULT CLASSES IN AGRICULTURE
HELP TO UTILIZE THE SCHOOL FACILITIES AND TEACHING PERSONNEL MORE FULLY
AND EFFECTIVELY" AS DESIGNATED BY SECONDARY SCHOOL PRINCIPALS
AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	40.0	40.5	57.5	51.4	2.5	8.1
2	58.3	53.8	41.6	38.5	0.0	7.7
3	60.9	40.7	30.4	59.3	8.7	0.0
4	40.0	14.3	50.0	85.7	10.0	0.0
5	33.3	25.0	62.5	67.9	4.2	7.1
6	60.0	28.6	40.0	71.4	0.0	0.0
7	35.1	41.9	62.2	54.8	2.7	3.2
8	35.1	43.7	64.9	46.9	0.0	9.4
9	40.9	44.8	54.5	44.8	4.5	10.3
10	31.8	22.7	63.6	68.2	4.5	9.1
11	0.0	20.0	0.0	60.0	0.0	20.0
Per cent of Total	40.5	37.4	56.0	55.9	3.5	6.7
Total Number	94	89	130	133	8	16
Range	0-16	1-15	0-24	3-19	0-2	0-3

232 teachers represented in this study and 133, or 55.9 per cent, of the 238 represented principals reflected an "Important" consideration of this statement. Forty and one-half per cent of the teachers and 37.4 per cent of the principals indicated that they considered it to be "Very Important". The teachers of the "Red River Delta" and "Brown Loam Mixed Farming" Areas and both the teachers and principals of the "Central Louisiana Over-Pine Area" stated a "Very Important" weighting of the consideration. An "Unimportant" rating was assigned by relatively few teachers and principals, 3.5 per cent and 6.7 per cent, respectively. Again, the more prosperous farming areas indicated the higher incidences of "Unimportant" ratings. The data of Table II reflect the thinking of the professional men on this topic.

Ekstrom and McClelland lend support to this phase of school relationship as they state: "The school plant is used more effectively in a community when systematic instruction is offered to adults than it is if instruction is confined to children."⁶

Win community support. The data of Table III present a consistent reflection of a "Very Important" weighting of the statement, "Adult classes in agriculture help win community support for the total school program." Of the 232 agriculture teachers and 238 secondary school principals participating in this study, 150, or 64.7 per cent, of the teachers and 138, or 58.0 per cent, of the principals indicated this relative consideration of the statement. Seventy-eight of the teachers and 87 of the principals assigned an "Important" rating. "Unimportant" rankings

⁶ Ekstrom and McClelland, op. cit., p. 17.

were applied by 1.7 per cent of the teachers and 5.4 per cent of the principals.

Agreement with this relative positioning is suggested by numerous authors in adult education fields. Fleenor suggests: "The most outstanding benefit received by the local high school as a result of the evening schools is that the entire school program is sold to the community."⁷

Fleenor also states:

Of the ways in which the community as a whole is benefited by the evening schools, "cooperation among people", "pride in the community" and "improved relations between the school and community" ranked highest.⁸

Ekstrom and McClelland describe the improved relationship in this manner:

The teaching of courses of out-of-school groups, and particularly of adult farmers, makes for desirable relationship between the school and the community. Patrons are brought into direct contact with the school and become more ardent supporters of its program.⁹

Schmidt and Ross set forth the following:

Evening class instruction is a big factor in developing among farmers a favorable attitude toward all-day and part-time instruction in vocational agriculture. When farmers see the practical value of efficient evening class instruction they will always acquire a more wholesome respect for the other types of instruction offered.¹⁰

They also assert:

Evening class instruction enables the teacher to render a greater educational service in the community. This increased service is

7 Fleenor, op. cit., p. 75.

8 Ibid., p. 74.

9 Ekstrom and McClelland, op. cit., p. 17.

10 Schmidt and Ross, op. cit., p. 15.

TABLE III

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "ADULT CLASSES IN AGRICULTURE
HELP WIN COMMUNITY SUPPORT FOR THE TOTAL SCHOOL PROGRAM" AS DESIGNATED BY
SECONDARY SCHOOL PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	65.0	48.6	35.0	48.6	0.0	2.7
2	75.0	76.9	25.0	15.4	0.0	7.7
3	60.9	62.9	39.1	29.7	0.0	7.4
4	100.0	71.4	0.0	28.6	0.0	0.0
5	62.5	53.6	25.0	39.3	12.5	7.1
6	80.0	57.1	20.0	28.6	0.0	14.3
7	64.9	67.7	32.4	22.6	2.7	9.7
8	56.8	56.4	43.2	40.6	0.0	3.1
9	68.2	62.1	31.8	31.0	0.0	6.9
10	54.5	45.4	45.4	54.5	0.0	0.0
11	0.0	40.0	0.0	60.0	0.0	0.0
Per cent of Total	64.7	58.0	33.6	36.1	1.7	5.4
Total Number	150	138	78	87	4	13
Range	0-26	2-21	0-16	2-18	0-3	0-3

always a factor in developing a more favorable attitude toward what the school is attempting to do.¹¹

Evidence of work being done by school. The data of Table IV represent a relative ranking of the statement, "Adult farmer classes provide additional tangible evidence of the work being done by the school and school personnel." A rating of "Important" was reflected by 138, or 59.5 per cent, of the 232 teachers participating in this study and 127, or 53.4 per cent, of the 238 principals represented in this study. Thirty-five and three tenths per cent of the teachers and 38.2 per cent of the principals rated the statement "Very Important" to their school organization. The above reflected relative weightings were consistent with the exceptions of the "Louisiana Rice Area" and the "Central Louisiana Mixed Farming Area"; in these areas, the principals tended toward considering the item as "Very Important". "Unimportant" ratings were applied by 5.1 per cent of the teachers and 8.4 per cent of the principals; some of the principals in each of the 11 major areas considered the topic as negligible to their school organization.

Support for adult farmer classes as a source of contributory evidences of the work done by the school is given by Ekstrom and McClelland as they affirm:

The evaluation (of adult farmer work) gives the principal or superintendent information as to the progress made toward realization of the general objectives of the school and assist them in their supervisory relationships.¹²

Hamlin suggests:

The right to evaluate agricultural education cannot be taken from the people of the community. The best interests of

¹¹ Ibid., p. 12.

¹² Ekstrom and McClelland, op. cit., p. 146.

TABLE IV

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "ADULT FARMER CLASSES PROVIDE
ADDITIONAL TANGIBLE EVIDENCE OF THE WORK BEING DONE BY THE SCHOOL
AND SCHOOL PERSONNEL" AS DESIGNATED BY SECONDARY SCHOOL
PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	37.5	35.1	57.5	54.1	5.0	10.8
2	25.0	30.8	75.0	53.8	0.0	15.4
3	30.4	33.3	65.2	62.9	4.3	3.7
4	10.0	14.3	80.0	71.4	10.0	14.3
5	25.0	50.0	66.7	39.3	8.3	10.7
6	40.0	14.3	60.0	71.4	0.0	14.3
7	43.2	32.3	51.4	61.3	5.4	6.4
8	32.4	59.4	59.5	37.5	8.1	3.1
9	40.9	37.9	54.5	58.6	4.5	3.4
10	50.0	36.4	50.0	50.0	0.0	13.6
11	0.0	20.0	0.0	60.0	0.0	20.0
Per cent of Total	35.3	38.2	59.5	53.4	5.1	8.4
Total Number	82	91	138	127	12	20
Range	0-16	1-19	0-23	3-20	0-3	1-4

agricultural education seem to demand that it be left with them and that the numbers who participate directly shall be increased, rather than reduced.¹³

Help farmers become better members of society. The data from Table V reflect the thinking of 232 teachers of vocational agriculture and 238 secondary school principals relative to the assertion, "Adult farmer classes help the farmers to become better individuals and, as a result, better members of the community as a whole." A ranking of "Very Important" was assigned by 110, or 47.4 per cent, of the participating teachers and 129, or 54.2 per cent, of the represented principals. An "Important" consideration was applied by 48.7 per cent of the teachers and 42.0 per cent of the principals. Three and nine tenths per cent and 3.6 per cent, respectively, gave a weighting of "Unimportant". The patterning of the teacher responses was rather evenly proportioned between "Very Important" and "Important" with the exceptions of the "Sugar Cane Area" which tended rather heavily toward "Very Important" and the "Louisiana Rice", the "Brown Loam Mixed Farming" and the "East Louisiana Cotton, Dairy and Strawberry" Areas which leaned toward an "Important" rating. Responses from principals reflected a fairly consistent tendency toward "Very Important", although decided prominence was assigned to "Important" in the "Cut-Over Flatwoods" and "New Orleans Dairy, Truck and Fruit" Areas. "Unimportant" ratings were reflected by both teachers and principals from the "Sugar Cane Area".

In summation, the data of Table V indicate that adult farmer classes are moderately "Very Important" in helping to attain individual

¹³ Hamlin, op. cit., p. 76.

betterment for the farmers, with principals considering it somewhat more important than teachers.

Cognisance of this factor pertaining to adult farmer classes is acknowledged by Phipps as he states:

The most frequently checked reasons adults gave for attending evening and part-time schools were that they: (1) received mental stimulation from the studies and classroom experience; (2) believed that they needed further education to be successful; (3) hoped it would help them earn more money; (4) believed it would make them more secure; (5) wished to have a better understanding of human nature, and (6) wished to improve their personalities.¹⁴

Schmidt and Ross assert:

Evening class instruction is one of the best means of developing a real cooperative spirit among farmers in a community. The pooling of the experiences of farmers, the discussion in common of their problems, and the interchange of their ideas, all tend to make farmers work together more harmoniously; the tendency, once acquired, easily paves the way to more cooperative movements.¹⁵

Dunkelberger classifies the values to the individual farmer as:

- (1) Become more cooperative and broad-minded member of society.
- (2) Become more proficient and progressive in farming.
- (3) Adopt new farming practices.
- (4) Become a competent leader.
- (5) Improve his attitudes, ideals, and habits.
- (6) Become aware of his changing society; meets and accepts challenges and changes.
- (7) Believe more firmly in the dignity of his work.
- (8) Improve upon his farm living.
- (9) Improve the quality of his farm products and markets them more advantageously.

¹⁴ Phipps, op. cit., p. 12.

¹⁵ Schmidt and Ross, op. cit., p. 15.

TABLE V

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "ADULT FARMER CLASSES HELP THE FARMERS TO BECOME BETTER INDIVIDUALS AND, AS A RESULT, BETTER MEMBERS OF THE COMMUNITY AND SOCIETY AS A WHOLE" AS DESIGNATED BY SECONDARY SCHOOL PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	52.5	40.5	45.0	54.1	2.5	5.4
2	50.0	46.1	41.6	53.8	8.3	0.0
3	47.8	51.8	52.1	44.4	0.0	3.7
4	50.0	28.6	50.0	71.4	0.0	0.0
5	33.3	57.1	58.3	35.7	8.3	7.1
6	40.0	28.6	60.0	71.4	0.0	0.0
7	48.6	58.1	48.6	41.9	2.7	0.0
8	45.9	65.6	48.6	31.2	5.4	3.1
9	59.1	65.5	31.8	24.1	9.1	10.3
10	40.9	68.2	59.1	31.8	0.0	0.0
11	0.0	20.0	0.0	80.0	0.0	0.0
Per cent of Total	47.4	54.2	48.7	42.0	3.9	3.8
Total Number	110	129	113	100	9	9
Range	0-21	1-21	0-18	4-20	0-2	0-3

- (10) Remain abreast in modern trends in farming.
- (11) Follow his problems by himself more ably.
- (12) Conserve soils and natural resources more effectively.
- (13)¹⁶ Strengthens his desire to have his children engage in farming.¹⁶

Level of living. Data relative to the statement, "Adult classes in agriculture help improve the 'level of living' in the community by assisting the farmers in becoming economically independent," are portrayed in Table VI. Of the 232 teachers of agriculture and 238 secondary school principals represented in this study, 113, or 48.7 per cent, of the teachers and 129, or 54.2 per cent, of the principals designated a "Very Important" weighting of this topic. An "Important" rating was assigned by 112, or 48.2 per cent, of the teachers and 96, or 40.4 per cent, of the principals. Values of 3.1 per cent and 5.4 per cent, respectively, were evaluated by "Unimportant" weightings.

A balanced proportioning is reflected by the teacher between "Very Important" and "Important"; exceptions are noted in the "Red River Delta Cotton Area" and the "Brown Loam Mixed Farming Area" where teacher responses indicate a decided weighting toward "Very Important" and in the "Louisiana Rice Area" where the patterning is toward the "Important" rating. The principals evaluated the impact of this item as being more important than did the teachers; a decided proportioning, with the exception of the "Cut-Over Flatwoods Area", is noted toward a "Very Important" assignment.

¹⁶ Dunkelberger, op. cit., p. 150.

TABLE VI

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "ADULT CLASSES IN AGRICULTURE
HELP IMPROVE THE 'LEVEL OF LIVING' IN THE COMMUNITY BY ASSISTING THE FARMERS IN
BECOMING ECONOMICALLY INDEPENDENT" AS DESIGNATED BY SECONDARY SCHOOL
PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	50.0	54.1	47.5	37.8	2.5	8.1
2	50.0	69.2	33.3	30.8	16.6	0.0
3	65.2	70.4	34.8	29.6	0.0	0.0
4	50.0	28.6	50.0	71.4	0.0	0.0
5	37.5	50.0	58.3	42.9	4.2	7.1
6	80.0	57.1	20.0	42.9	0.0	0.0
7	45.9	45.2	54.1	51.6	0.0	3.2
8	51.4	59.4	43.2	31.2	5.4	9.4
9	45.4	48.3	50.0	37.9	4.5	13.8
10	36.4	59.1	63.6	40.9	0.0	0.0
11	0.0	20.0	0.0	80.0	0.0	0.0
Per Cent of Total	48.7	54.2	48.2	40.4	3.1	5.4
Total Number	113	129	112	96	7	13
Range	0-20	1-20	0-20	3-16	0-2	0-4

The value of the "level of living" is emphasized by Schmidt and Ross as they set forth:

Evening classes in vocational agriculture should be a factor in improving the economic conditions of farmers. Attending evening classes gives each farmer an opportunity to solve some of his own problems. It gives the farmer an excellent opportunity to profit by the experience of some of the other farmers in the community, and it offers the best opportunity to each farmer to recognize and think more clearly about his own particular problem.¹⁷

Deyoe supplements this thought as he suggests: "The real test of the effectiveness of instruction is the extent to which farm living has been improved for the participants."¹⁸

Develop leadership. The data of Table VII present an assignment of relative importance to the statement, "Adult classes in agriculture help develop community leaders." One hundred and thirty-six, or 58.6 per cent of the 232 teachers represented in this study and 134, or 56.2 per cent, of the 238 participating principals designated this item as "Important". A rating of "Very Important" was indicated by 36.2 per cent of the teachers and 34.4 per cent of the principals. The patterning of both teacher and principal responses is very consistent with the exception of the teacher returns from the "Central Louisiana Over-Pine Area" which reflected a weighting of 66.7 per cent for the "Very Important" ranking. Significant "Unimportant" evaluations are noted in the teacher responses from the "Central Louisiana Over-Pine Area" and the principal returns from the "Brown Loam Mixed Farming Area".

17 Schmidt and Ross, op. cit., p. 15.

18 Deyoe, op. cit., p. 469.

TABLE VII

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "ADULT CLASSES IN AGRICULTURE
HELP DEVELOP COMMUNITY LEADERS" AS DESIGNATED BY SECONDARY SCHOOL
PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	32.5	35.1	67.5	56.8	0.0	8.1
2	66.7	30.8	8.3	69.2	25.0	0.0
3	43.5	37.0	56.5	59.3	0.0	3.7
4	40.0	0.0	50.0	85.7	10.0	14.3
5	33.3	32.1	50.0	53.6	16.7	14.3
6	40.0	28.6	60.0	42.9	0.0	28.6
7	21.6	32.3	72.9	54.8	5.4	12.9
8	32.4	31.2	62.2	65.6	5.4	3.1
9	50.0	41.3	50.0	41.3	0.0	17.2
10	36.4	45.4	63.6	54.5	0.0	0.0
11	0.0	40.0	0.0	40.0	0.0	20.0
Per cent of Total	36.2	34.4	58.6	56.2	5.2	9.3
Total Number	84	82	136	134	12	22
Range	0-13	0-13	0-27	2-21	0-4	0-5

The contention that adult farmer classes are "Important" in developing community leadership is supported by Ekstrom and McClelland as they state:

Leadership is developed. Opportunities are afforded whereby the personal qualities of individuals may be developed and wherein they may obtain additional knowledge which will assist them in guiding the thinking of their associates and helping to promote activities of common interest to the community.¹⁹

Fleenor substantiates this contention as he advances:

Of the 518 teachers reporting in this study, 14.7 per cent reported that the evening school had done "very much" to develop local leadership; 20 per cent reported "much"; 44 per cent, "some"; and 13.7 per cent "none".²⁰

Rural-urban cooperation. In response to the assertion, "Adult classes in agriculture help to promote rural-urban cooperation," 151, or 65.1 per cent, of the 232 participating teachers and 141, or 59.2 per cent, of the 238 principals represented in this study reflected a rating of "Important". A "Very Important" weighting was assigned by 15.5 per cent of the teachers and 24.7 per cent of the secondary principals. Nineteen and three tenths per cent and 16.0 per cent, respectively, indicated an "Unimportant" weighting. The patterning of responses from the 11 major farming areas was relatively consistent throughout the three rating groups with the exception that the teachers of Area Six, the "Brown Loam Mixed Farming Area", did not reflect an incidence in the "Unimportant" weighting. The data representing these findings were obtained from Table VIII.

Writers in the field of adult farmer education place somewhat more importance than that reflected above on rural-urban cooperation.

19 Ekstrom and McClelland, op. cit., p. 17.

20 Fleenor, op. cit., p. 78.

TABLE VIII

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "ADULT CLASSES IN AGRICULTURE
HELP TO PROMOTE RURAL-URBAN COOPERATION" AS DESIGNATED BY SECONDARY SCHOOL
PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	12.5	29.7	70.0	54.1	17.5	16.2
2	16.6	23.1	58.3	69.2	25.0	7.7
3	17.4	14.8	60.9	74.1	21.7	11.1
4	20.0	14.3	70.0	71.4	10.0	14.3
5	25.0	27.8	50.0	53.5	25.0	17.8
6	20.0	14.3	80.0	57.1	0.0	28.6
7	16.2	32.3	67.6	45.2	16.2	22.6
8	13.5	15.6	64.9	78.1	21.6	6.2
9	4.5	27.5	68.2	44.8	27.3	27.5
10	18.1	22.7	68.2	68.2	13.6	9.1
11	0.0	60.0	0.0	20.0	0.0	20.0
Per cent of Total	15.5	24.7	65.1	59.2	19.3	16.0
Total Number	36	59	151	141	45	38
Range	0-6	1-11	0-28	1-25	0-8	1-8

Hamlin observes:

The teacher of agriculture is usually a town resident who works mainly with farmers. He works for a school which belongs to town and country people alike. Thus he enjoys a unique advantage in promoting good town-and-country relationships. Rural America is handicapped as much as in any respect by its division into small and often non-cooperating units.²¹

Dunkelberger also suggests that one of the positive values of adult farmer classes is to "Improve rural-urban cooperation."²²

Moral and financial support to the school. The data from Table IX reflect the feeling of 232 teachers of vocational agriculture and 238 secondary school principals relative to the statement, "Adult farmer classes stimulate increased moral and financial support to the school program." One hundred and thirty-nine, or 59.9 per cent, of the participating teachers and 127, or 53.3 per cent, of the represented principals assigned a value of "Important" to the topic. Thirty-one per cent of the teachers and 36.1 per cent of the principals applied a rating of "Very Important" to the item. An "Unimportant" weighting was reflected by 21, or 9.0 per cent, of the teachers and 25, or 10.5 per cent, of the principals. The pattern of principal responses was fairly consistent as indicated above with the exception of the "Central Louisiana Over-Pine Area" and the "New Orleans Dairy, Truck and Fruit Area" where the returns tended toward "Very Important"; teacher responses were constant throughout with the exception that the "Cut-Over Flatwoods" and "Central Louisiana Cut-Over Pine" Areas reflected no incidence of an "Unimportant" ranking.

21 Hamlin, op. cit., p. 150.

22 Dunkelberger, op. cit., p. 150.

TABLE IX

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "ADULT FARMER CLASSES STIMULATE INCREASED MORAL AND FINANCIAL SUPPORT OF THE SCHOOL PROGRAM" AS DESIGNATED BY SECONDARY SCHOOL PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	27.5	24.3	62.5	62.2	10.0	13.5
2	41.6	53.8	58.3	38.5	0.0	7.7
3	30.4	25.9	56.5	66.7	13.0	7.4
4	50.0	28.6	50.0	57.1	0.0	14.3
5	33.3	50.0	50.0	46.4	16.7	3.6
6	20.0	28.6	60.0	57.1	20.0	14.3
7	29.7	32.3	64.9	51.6	5.4	16.1
8	29.7	37.5	56.8	50.0	13.5	12.5
9	40.9	48.3	54.5	41.3	4.5	10.3
10	18.2	27.3	77.2	63.6	4.5	9.1
11	0.0	60.0	0.0	40.0	0.0	0.0
Per cent of Total	31.0	36.1	59.9	53.3	9.0	10.5
Total Number	72	86	139	127	21	25
Range	0-11	2-14	0-25	2-23	0-5	0-5

Excerpts of other writers support the assertion that adult farmer classes stimulate community support, both financial and moral. Phipps states:

If a school is the educational center of a community, it will probably be more adequately supported financially. People will support their schools if they understand what they are doing, receive some personal educational benefits from them, and become interested in their activities.²³

Dunkelberger suggests that the school would: "Receive greater moral and financial support from rural citizens" and that adult farmer classes would "increase the school support of individuals who had not previously shown much interest in the school."²⁴

Schmidt and Ross assert:

Evening classes bring taxpayers in direct contact with the school system. If the taxpayers, themselves, profit by the instruction, as they undoubtedly will in a successful evening school, they think less antagonistically about school taxes, tend to criticize them less, and to accept them more sympathetically.²⁵

Increased school enrollment. The data of Table X present the evaluation by secondary school principals and teachers of agriculture relative to the statement, "Adult classes in agriculture bring about increased school enrollment." Of the 232 teachers of agriculture and 238 secondary school principals represented in this study, 109, or 46.9 per cent, of the teachers and 108, or 45.4 per cent, of the principals indicated an "Important" rating for this statement. Thirty-eight and four tenths per cent of the teachers and 34.4 per cent of the principals reflected an "Unimportant" consideration. A "Very Important" weighting

23 Phipps, op. cit., p. 14.

24 Dunkelberger, op. cit., p. 150.

25 Schmidt and Ross, op. cit., p. 15.

TABLE X

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "ADULT CLASSES IN AGRICULTURE BRING ABOUT INCREASED SCHOOL ENROLLMENTS" AS DESIGNATED BY SECONDARY SCHOOL PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	15.0	21.6	45.0	40.5	40.0	37.8
2	33.3	23.1	41.6	53.8	25.0	23.1
3	13.0	7.4	39.1	74.1	47.8	18.5
4	10.0	0.0	40.0	28.6	50.0	71.4
5	4.2	32.1	45.8	35.7	50.0	32.1
6	0.0	0.0	80.0	42.9	20.0	57.1
7	18.9	19.4	51.4	41.9	29.7	38.7
8	18.9	18.7	51.4	46.9	29.7	34.4
9	13.6	27.5	50.0	34.5	36.8	37.9
10	9.1	18.2	40.9	50.0	50.0	31.8
11	0.0	40.0	0.0	40.0	0.0	20.0
Per cent of Total	14.7	20.1	46.9	45.4	38.4	34.4
Total Number	34	48	109	108	89	82
Range	0-7	0-9	0-19	2-20	0-16	1-14

was assigned by 14.7 per cent and 20.1 per cent, respectively. The proportioning evidenced by the data reflected a uniform over-all appraisal of "Slight Importance" of the assertion to the school objective of increasing enrollment.

A survey of literature concerning school enrollment reveals that the concomitant effects of adult farmer classes on school enrollments can be quite real and meaningful, particularly on the all-day agricultural program.

Dunkelberger observes: "(Adult farmer classes) increase school enrollment since some children will attend that would normally stop school."²⁶ He applies this assertion specifically to vocational agriculture as he states:

Increases all-day enrollment. This (adult farmer classes) builds up a faith in the work of the department and thereby they realize the value of the course for their sons, and, as a consequence, more boys attend school and more of them take vocational agriculture.²⁷

Cook supplements this contention as he sets forth: "(Adult farmer classes) make new contacts and associations and this increases enrollment in the all-day department."²⁸

Increases school "holding power". The data of Table XI represent the thinking of 232 teachers of agriculture and 238 secondary school principals concerning the statement, "Adult classes in agriculture increase the 'holding power' of the school for its all-day students."

²⁶ Dunkelberger, op. cit., p. 150.

²⁷ Loc. cit.

²⁸ Cook, op. cit., p. 417.

One hundred and fourteen, or 49.1 per cent, of the participating teachers and 110, or 46.2 per cent, of the represented principals reflected an appraisal of "Important". Thirty and two tenths per cent of the teachers and 26.5 per cent of the principals indicated a weighting of "Very Important". Twenty and seven tenths per cent and 27.3 per cent, respectively, assigned a rating of "Unimportant". The proportioning among the three major evaluations was fairly constant, with the exception of Area Four, the "Cut-Over Flatwoods Area"; teachers from this area reflected a somewhat heavier proportioning toward the "Very Important" rating, with no incidence being reflected as an "Unimportant" appraisal. The principals for this area reversed the ranking, no incidence was delineated for "Very Important", while "Unimportant" received a weighting of 42.9 per cent.

Here, again, writers in the field of adult farmer education assign a somewhat more prominent weight to the effect of such education on school holding power.

Dunkelberger suggests:

(Adult farmer classes) increase the interest of all-day students in vocational agriculture since their dads are evening class members. It thereby places the department on a higher plane in the minds of the all-day pupils.²⁹

He amplifies this assertion as he states: "(Adult farmer classes) increase the holding capacity of the school since parents desire their children to continue."³⁰

29 Dunkelberger, op. cit., p. 150.

30 Loc. cit.

TABLE XI

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "ADULT CLASSES IN AGRICULTURE INCREASE THE 'HOLDING POWER' OF THE SCHOOL FOR ITS ALL-DAY STUDENTS" AS DESIGNATED BY SECONDARY SCHOOL PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	37.5	21.6	42.5	43.2	20.0	35.1
2	41.6	30.8	33.3	46.1	25.0	23.1
3	26.1	25.9	65.2	59.3	8.7	14.8
4	50.0	0.0	50.0	57.1	0.0	42.9
5	25.0	32.1	41.6	39.3	33.3	28.5
6	40.0	14.3	40.0	42.9	20.0	42.9
7	29.7	41.9	59.5	29.0	10.8	29.0
8	29.7	18.7	37.8	59.4	32.4	21.9
9	22.7	27.5	50.0	44.8	27.3	27.5
10	18.2	22.7	63.6	54.5	18.2	22.7
11	0.0	40.0	0.0	20.0	0.0	40.0
Per cent of Total	30.2	26.5	49.1	46.2	20.7	27.3
Total Number	70	63	114	110	48	65
Range	0-15	0-13	0-22	1-19	0-12	2-13

Promotes cooperation. The proportioning of the relative importance of the statement, "Adult farmer classes in agriculture promote cooperation between the school, the businessmen and all other agencies in the community interested in educational progress," is reflected by the data of Table XII. One hundred and thirty-six, or 58.6 per cent, of the 232 represented teachers and 156, or 65.5 per cent, of the 238 principals participating in this study appraised this item as "Important" to the attainment of school objectives. A "Very Important" rating was assigned by 34.9 per cent and 26.0 per cent, respectively. Fifteen, or 6.4 per cent, of the vocational teachers and 20, or 8.4 per cent, of the principals designated an "Unimportant" weighting. The patterning of responses was relatively constant in following the above distribution. However, teachers and principals of Area Five, the "Louisiana Rice Area", reflected a decided proportioning toward "Unimportant".

Martin stresses cooperation as he states: "Rural educational agencies should cooperate in promoting a continuous program of adult education through which adult interests may find expression."³¹

Hamlin emphasizes cooperation as he stresses: "By cooperating with these agencies in a common effort, the teachers accomplish more than they could have accomplished had this coordination been lacking."³²

Cook supplements this thinking as he asserts: "(Adult farmer classes) help to create and maintain cooperation between the farmer and the public school."³³

31 Martin, op. cit., Editorial.

32 Hamlin, op. cit., p. 35.

33 Cook, op. cit., p. 417.

TABLE XII

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "ADULT CLASSES IN AGRICULTURE PROMOTE COOPERATION BETWEEN THE SCHOOL, THE BUSINESSMEN AND ALL OTHER AGENCIES IN THE COMMUNITY INTERESTED IN EDUCATIONAL PROGRESS" AS DESIGNATED BY SECONDARY SCHOOL PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	40.0	24.3	52.5	70.3	7.5	5.4
2	50.0	15.4	50.0	69.2	0.0	15.4
3	30.4	18.5	69.6	77.8	0.0	3.7
4	40.0	28.6	60.0	71.4	0.0	0.0
5	20.8	35.7	54.2	50.0	25.0	14.3
6	20.0	14.3	80.0	71.4	0.0	14.3
7	37.8	19.4	56.8	67.7	5.4	12.9
8	40.5	28.1	51.4	68.7	8.1	3.1
9	31.8	31.0	63.6	58.6	4.5	10.3
10	27.3	27.3	72.7	63.6	0.0	9.1
11	0.0	60.0	0.0	40.0	0.0	0.0
Per cent of Total	34.9	26.0	58.6	65.5	6.4	8.4
Total Number	81	62	136	156	15	20
Range	0-16	1-10	0-21	2-26	0-6	0-4

Keep abreast of community needs. The data of Table XIII reflect the thinking of teachers and administrators pertaining to the statement, "Adult classes in agriculture help the teacher and school administrators to keep abreast of community needs." Of the 232 agriculture teachers and 238 secondary principals represented in this study, 114, or 49.1 per cent, of the teachers and 104, or 43.7 per cent, of the principals evaluated the topic as "Very Important". An "Important" rating was designated by 107, or 46.1 per cent, of the teachers and 121, or 50.8 per cent, of the principals. Four and seven tenths per cent and 5.4 per cent, respectively, gave an "Unimportant" appraisal. Teacher estimates tended toward a weighting of "Very Important" except in the "North Louisiana Upland Cotton", "Central Louisiana Over-Pine" and "Central Louisiana Mixed Farming" Areas. On the other hand, principal evaluations tended toward the "Important" rating with the returns from the "Red River Delta Area", "Cut-Over Flatwoods Area" and "Louisiana Rice Area" leaning toward a "Very Important" designation. In general, teachers feel that adult farmer classes aid in keeping abreast of community needs to a somewhat greater degree than do principals.

Writers in the field of adult farmer education have this to say relative to the assimilation of information concerning community needs:

Ekstrom and McClelland set forth:

Information concerning the needs, interests, and problems of farmers enables the teacher and student to determine the objectives that should be stressed and to decide upon the kind of work that should be offered.

The teacher who studies the situation, needs, and interests of his students can do a better job of teaching because the learning process involves the association of experiences.³⁴

34 Ekstrom and McClelland, op. cit., p. 222.

TABLE XIII

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "ADULT CLASSES IN AGRICULTURE
HELP THE TEACHER AND SCHOOL ADMINISTRATOR TO KEEP ABREAST OF COMMUNITY NEEDS"
AS DESIGNATED BY SECONDARY SCHOOL PRINCIPALS
AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	47.5	45.9	52.5	51.4	0.0	2.7
2	41.6	30.8	50.0	69.2	8.3	0.0
3	65.2	51.8	34.8	44.4	0.0	3.7
4	60.0	57.1	30.0	42.9	10.0	0.0
5	50.0	60.7	37.5	21.4	12.5	17.8
6	60.0	28.6	40.0	71.4	0.0	0.0
7	45.9	41.9	45.9	51.6	8.1	6.4
8	40.5	40.6	54.1	53.1	5.4	6.2
9	45.4	34.5	50.0	58.6	4.5	6.9
10	54.5	36.4	45.4	63.6	0.0	0.0
11	0.0	40.0	0.0	60.0	0.0	0.0
Per cent of Total	49.1	43.7	46.1	50.8	4.7	5.4
Total Number	114	104	107	121	11	13
Range	0-19	2-17	0-21	3-19	0-3	0-5

Keep abreast of advanced technology. The data of Table XIV present the weighting of the statement, "Adult farmer classes stimulate the teacher of agriculture to keep abreast of advanced technology." One hundred and twenty, or 51.7 per cent, of the 232 participating teachers and 107, or 44.9 per cent, of the 238 principals represented in this study indicated a rating of "Very Important". Forty-four and four tenths per cent of the teachers and 48.3 per cent of the principals reflected an "Important" appraisal of the item. An "Unimportant" evaluation was assigned by 3.9 per cent of the teachers and 6.7 per cent of the administrators. The scatter of responses pertaining to this statement does not indicate any consistent pattern for area determination. Both the teachers and principals from the "Louisiana Rice Area" and the "Brown Loam Mixed Farming Area" evaluated the item as "Very Important"; an "Important" rating was assigned by both groups of participants from the "North Louisiana Upland Cotton Area", the "Central Louisiana Over-Pine Area" and the "Central Louisiana Mixed Farming Area". In the other areas, the agriculture teachers evaluated the topic as being more important than did the principals with the exception of the "Cut-Over Flatwoods Area" where the principals reflected a higher incidence of "Very Important" ratings.

Support for this contention as a factor in establishing adult farmer classes is provided by Ekstrom and McClelland as they observe:

Adult farmers are already established. They are interested in making adjustments whereby they may manage their farms more efficiently and live more satisfactory lives. In order to accomplish these purposes, adult farmers must adjust their operations to make use of new developments in agriculture, including the use of improved machinery and equipment; to meet the changing economic conditions and market demands; to solve problems created by insect

TABLE XIV

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "ADULT CLASSES STIMULATE
THE TEACHER OF AGRICULTURE TO KEEP ABEAST OF ADVANCED TECHNOLOGY"
AS DESIGNATED BY SECONDARY SCHOOL PRINCIPALS AND
TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	40.0	43.2	55.0	51.4	5.0	5.4
2	41.6	38.5	58.3	61.5	0.0	0.0
3	60.9	44.4	39.1	51.8	0.0	3.7
4	40.0	57.1	60.0	42.9	0.0	0.0
5	62.5	57.1	33.3	32.1	4.2	10.7
6	60.0	57.1	40.0	42.9	0.0	0.0
7	56.8	48.4	37.8	45.2	5.4	6.4
8	43.2	43.7	51.4	53.1	5.4	3.1
9	54.5	34.5	40.9	48.3	4.5	17.2
10	63.6	36.4	31.8	54.3	4.5	9.1
11	0.0	60.0	0.0	40.0	0.0	0.0
Per cent of Total	51.7	44.9	44.4	48.3	3.9	6.7
Total Number	120	107	103	115	9	16
Range	0-21	3-16	0-22	2-19	0-2	0-5

pests, diseases, and variations in weather conditions; to use the labor at their disposal wisely; and to conserve and improve their resources.³⁵

Dunkelberger states it somewhat more directly as he asserts:

"(Adult farmer classes) stimulate the teacher to keep abreast of modern agricultural practices."³⁶

Improvement of instruction. The data of Table XV present an appraisal of the assertion, "Adult farmer classes enhance the improvement of instruction through requiring that the teacher of agriculture utilize the best possible procedures with mature individuals." The patterning of responses from both the teachers and principals weighted decidedly toward the "Important" ranking; 124, or 53.4 per cent, of the 232 participating teachers and 139, or 58.4 per cent, of the 238 represented principals reflected this evaluation. A "Very Important" estimate was advanced by 40.5 per cent of the agriculture teachers and 32.3 per cent of the administrators. A rating of "Unimportant" was indicated by 6.0 per cent and 9.3 per cent, respectively. The proportioning of principal responses tended consistently toward the "Important" evaluation with the exception of the "New Orleans Dairy, Truck and Fruit Area", the data of which tended toward the "Very Important" designation. Teacher responses, with the exception of the "Central Louisiana Over-Pine Area" and the "Brown Loam Mixed Farming Area" also weighted the "Important" consideration more heavily.

35 Eketrom and McClelland, op. cit., p. 24.

36 Dunkelberger, op. cit., p. 150.

TABLE XV

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "ADULT FARMER CLASSES ENHANCE THE IMPROVEMENT OF INSTRUCTION THROUGH REQUIRING THAT THE TEACHER OF AGRICULTURE UTILIZE THE BEST POSSIBLE PROCEDURES WITH MATURE INDIVIDUALS" AS DESIGNATED BY SECONDARY SCHOOL PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	40.0	40.5	57.5	51.4	2.5	8.1
2	58.3	30.8	33.3	69.2	8.3	0.0
3	34.8	18.5	60.9	77.8	4.3	3.7
4	30.0	28.6	60.0	57.1	10.0	14.3
5	41.6	42.9	45.8	39.3	12.5	17.8
6	60.0	14.3	40.0	85.7	0.0	0.0
7	45.9	29.0	48.6	61.3	5.4	9.7
8	32.4	25.0	62.2	71.8	5.4	3.1
9	36.8	34.5	59.1	55.2	4.5	10.3
10	45.4	36.4	45.4	40.9	9.1	22.7
11	0.0	60.0	0.0	40.0	0.0	0.0
Per cent of Total	40.5	32.3	53.4	58.4	6.0	9.3
Total Number	94	77	124	139	14	22
Range	0-17	1-15	0-23	2-23	0-3	0-5

"Unimportant" rankings reflected some reckoning by both the classroom workers and administrators in the "Cut-Over Flatwoods", "Louisiana Rice" and "East Louisiana Cotton, Dairy and Strawberry" Areas.

In summation, both of the participants in the inquiry reflected an "important plus" feeling relative to the impact of adult farmer classes on the improvement of instruction.

Support for this contention is gleaned as DeWees asserts:

"Teachers who are trained to conduct adult farmer classes tend to organize and conduct adult classes in greater numbers than those who have not been trained to conduct these classes."³⁷

Schmidt and Ross apply this thinking to the all-day program as they observe:

Teaching evening classes always tends to make the teaching in all-day agricultural classes more practical. It tends to vocationalize the all-day program because of the intimate contact the teacher makes with the farmers and with their farming problems.³⁸

Lower per capita costs. The data of Table XVI represent the thinking of 232 vocational agriculture teachers and 238 secondary school principals relative to the statement, "Adult classes in agriculture lower the per capita cost of the instruction of the teachers of vocational agriculture." One hundred and thirty-four, or 57.7 per cent, of the represented teachers and 144, or 60.5 per cent, of the principals participating in this study reflected a weighting of "Important". Twenty-seven and two tenths per cent of the agricultural men and 17.3 per cent of the

³⁷ William I. DeWees, "The Training of Teachers for Adult and Young Farmer Instruction in Vocational Agriculture," (unpublished Master's thesis, Pennsylvania State College, State College, 1942).

³⁸ Schmidt and Ross, op. cit., p. 15.

TABLE XVI

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "ADULT CLASSES IN AGRICULTURE LOWER THE PER CAPITA COST OF THE INSTRUCTION OF THE TEACHER OF VOCATIONAL AGRICULTURE" AS DESIGNATED BY SECONDARY SCHOOL PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	27.5	18.9	62.5	67.6	10.0	13.5
2	33.3	23.1	50.0	61.5	16.6	15.4
3	21.7	18.5	56.5	55.5	21.7	25.9
4	50.0	14.3	40.0	42.9	10.0	42.9
5	50.0	21.4	37.5	60.7	12.5	17.8
6	20.0	14.3	80.0	71.4	0.0	14.3
7	18.9	12.9	62.2	67.7	18.9	19.4
8	13.5	6.2	72.9	71.8	13.5	21.9
9	27.3	24.1	45.4	34.5	27.3	41.3
10	31.8	18.2	59.1	68.2	9.1	13.6
11	0.0	20.0	0.0	40.0	0.0	40.0
Per cent of Total	27.2	17.3	57.7	60.5	15.1	22.2
Total Number	63	41	134	144	35	53
Range	0-12	1-7	0-27	2-25	0-7	1-12

administrators evaluated the item as "Very Important". An "Unimportant" rating was assigned by 35, or 15.1 per cent, of the teachers and 53, or 22.2 per cent, of the principals. Principal ratings weighted more consistently toward the "Unimportant" consideration, while teacher appraisal tended toward the "Very Important" to a greater extent. In general, the item was considered "moderately important" by both groups of participants.

Schmidt and Ross throw some light on this assertion as they state:

Evening class instruction is a factor in lowering the per capita cost of instruction in vocational agriculture. The greater the enrollment in vocational agriculture classes, the greater is the spread of the cost of instruction and of the supervision of the supervised farming practice work.³⁹

Establish young men in the community. Treatment of the topic, "Adult classes in agriculture aid in establishing young men of the school in the community," is set forth by the data of Table XVII. An "Important" appraisal was designated by 132, or 56.9 per cent, of the 232 represented teachers and 140, or 58.8 per cent, of the 238 principals participating in this study. Thirty-five and three tenths per cent and 31.9 per cent, respectively, indicated a rating of "Very Important". An "Unimportant" reflection was given by 7.7 per cent of the classroom workers and 9.3 per cent of the administrators. The patterning of responses from both groups of participants was relatively constant throughout.

Ekstrom and McClelland support this contention as they assert:

Students enrolled in young farmer classes receive assistance in matters of placement and in the solution of the problems related to farming. They also have an opportunity to extend their formal training which they previously received through skilled courses and instruction in subjects related to agriculture.⁴⁰

³⁹ Ibid., p. 15.

⁴⁰ Ekstrom and McClelland, op. cit., p. 18.

TABLE XVII

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "ADULT CLASSES IN AGRICULTURE
AID IN ESTABLISHING YOUNG MEN OF THE SCHOOL IN THE COMMUNITY" AS DESIGNATED
BY SECONDARY SCHOOL PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	40.0	29.7	50.0	62.2	10.0	8.1
2	41.6	23.1	58.3	61.5	0.0	15.4
3	39.1	37.0	56.5	55.5	4.3	7.4
4	40.0	0.0	60.0	100.0	0.0	0.0
5	25.0	35.7	54.2	53.5	20.8	10.7
6	40.0	28.6	40.0	57.1	20.0	14.3
7	24.3	32.3	67.6	54.8	8.1	12.9
8	29.7	31.2	64.9	68.7	5.4	0.0
9	50.0	31.0	50.0	58.6	0.0	10.3
10	40.9	45.4	50.0	45.4	9.1	9.1
11	0.0	20.0	0.0	40.0	0.0	40.0
Per cent of Total	35.3	31.9	56.9	58.8	7.7	9.3
Total Number	82	76	132	140	18	22
Range	0-16	0-10	0-25	2-23	0-5	0-4

III. RELATIONSHIP OF ADULT FARMER CLASSES TO THE TOTAL SCHOOL PROGRAM

Community-wide participation. The reaction of the teachers of agriculture and the secondary school principals relative to the item, "The adult class should be planned and executed with the participation of the school administrator, the teacher of vocational agriculture, the advisory council, the farmers and other interested persons in the community," is reflected by the data of Table XVIII. Of the 232 teachers of agriculture and 238 secondary school principals represented in this study, 140, or 60.3 per cent, of the teachers and 156, or 65.5 per cent, of the principals appraised the statement as being "Very Important" with relationship to the total school program. Thirty-seven and five tenths per cent and 32.3 per cent, respectively, established a rating of "Important" for the topic. An "Unimportant" ranking was designated by 2.2 per cent of the teachers and principals. The patterning of responses was relatively consistent throughout the state with the exception of the "Cut-Over Flatwoods Area"; teacher responses from this area reflected a predominance of "Important" ratings.

The concept of community-wide participation is well substantiated by the writers in the field of adult farmer education.

Hamlin states:

Programs, like policies, should be made by those who are to be affected by them. Everyone in a rural community is rather directly affected by the school's program of agricultural education, or should be affected.⁴¹

⁴¹ Hamlin, op. cit., p. 96.

TABLE XVIII

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "THE ADULT CLASS SHOULD BE PLANNED AND EXECUTED WITH THE PARTICIPATION OF THE SCHOOL ADMINISTRATOR, THE TEACHER OF VOCATIONAL AGRICULTURE, THE ADVISORY COUNCIL, THE FARMERS AND OTHER INTERESTED PERSONS IN THE COMMUNITY" AS DESIGNATED BY SECONDARY SCHOOL PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	65.0	72.9	35.0	24.3	0.0	2.7
2	75.0	76.9	25.0	15.4	0.0	7.7
3	73.9	85.2	21.7	14.8	4.3	0.0
4	40.0	71.4	60.0	28.6	0.0	0.0
5	45.8	50.0	50.0	50.0	4.2	0.0
6	100.0	57.1	0.0	28.6	0.0	14.3
7	56.8	70.9	43.2	29.0	0.0	0.0
8	43.2	53.1	48.6	43.7	8.1	3.1
9	77.2	58.6	22.7	37.9	0.0	3.4
10	63.6	59.1	36.4	40.9	0.0	0.0
11	0.0	80.0	0.0	20.0	0.0	0.0
Per cent of Total	60.3	65.5	37.5	32.3	2.2	2.2
Total Number	140	156	87	77	5	5
Range	0-26	4-27	0-18	1-14	0-1	0-1

Brown affirms this assertion as he proposes: "All the people, both lay and professional, who are affected by the school program should have a part in its planning."⁴²

Need based on factual data. The data of Table XIX present the relative importance of the statement, "The need for the adult class should be based on factual data obtained by surveying the community." A "Very Important" implication was appraised by 158, or 68.1 per cent, of the 232 teachers of agriculture participating in this study and 159, or 66.8 per cent, of the 238 represented school administrators. An "Important" ranking was weighted by 29.7 per cent of the teachers and 28.9 per cent of the principals. Two and two tenths per cent and 4.2 per cent, respectively, assigned an "Unimportant" analysis. The proportioning of "Very Important" weightings was consistent throughout the state with the exception of the principals of Area Eight, the "Central Louisiana Mixed Farming Area"; the principal responses of this area reflected an "Important" consideration.

Ekstrom and McClelland affirm this assertion as they say:

The taking of surveys among patrons encourages the support of the people to participate in the project. In addition, the data compiled for the use of the council, together with its decisions, contain information useful to the local press and may form the nucleus of several articles for publication throughout the year.

The evaluation gives the principal or superintendent information as to progress made toward realization of the general objectives of the school and assists them in the supervisory relationships with the agricultural department. It is also of use in the making of decisions as to the schedule of assignments allotted to the teacher of vocational agriculture. The data are of value to the board of education approving the adult work which should be offered and the physical facilities and equipment to be provided.⁴³

⁴² Brown, op. cit., p. 6.

⁴³ Ekstrom and McClelland, op. cit., p. 146.

TABLE XIX

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "THE NEED FOR THE ADULT CLASS SHOULD BE BASED ON FACTUAL DATA OBTAINED BY SURVEYING THE COMMUNITY" AS DESIGNATED BY SECONDARY SCHOOL PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	67.5	70.3	32.5	24.3	0.0	5.4
2	50.0	76.9	50.0	15.4	0.0	7.7
3	73.9	74.1	21.7	25.9	4.3	0.0
4	90.0	85.7	0.0	14.3	10.0	0.0
5	83.3	78.6	16.7	21.4	0.0	0.0
6	40.0	57.1	20.0	28.6	40.0	14.3
7	62.2	67.7	35.1	29.0	2.7	3.2
8	54.1	37.5	45.9	53.1	0.0	9.4
9	86.4	68.9	13.6	24.1	0.0	6.9
10	68.2	68.2	31.8	31.8	0.0	0.0
11	0.0	60.0	0.0	40.0	0.0	0.0
Per cent of Total	68.1	66.8	29.7	28.9	2.2	4.2
Total Number	158	159	69	69	5	10
Range	0-27	3-26	0-17	1-17	0-2	0-3

Brown suggests: "Educational planning should be based upon problems discovered through the study of factual data, and a program should be agreed upon only after the best practices have been explored."⁴⁴

Tactful criticism by the administrator. The data of Table XX indicate the thinking of 232 agriculture teachers and 238 secondary school principals pertaining to the statement, "Tactful, constructive criticism should be offered by the school administrator concerning the adult program." One hundred and fifty, or 64.7 per cent, of the represented teachers and 133, or 55.9 per cent, of the participating principals reflected an "Important" appraisal. A "Very Important" analysis was designated by 29.7 per cent of the teachers and 37.8 per cent of the administrators. Five and six tenths per cent and 6.3 per cent, respectively, presented an "Unimportant" weighting. The proportioning of teacher responses reflected a constant tendency toward a prominence in the "Important" weighting. Principals appraised the item to be of slightly more importance to the relationship of adult farmer classes to the total school than did teachers.

Putnam delineates the function of principal criticism as he outlines:

I expect my supervisor to criticize when necessary, and to compliment me when I am deserving (this gives me a great moral lift). He is expected to evaluate our program and offer constructive suggestions. I want him to do so, however, in a tactful manner as a friend, not as a dictator.⁴⁵

⁴⁴ Brown, op. cit., p. 6.

⁴⁵ Jack Putnam, "Teacher-Supervisory Relationships," Agricultural Education Magazine, 25:82, No. 8, February, 1953.

TABLE XX

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "TACTFUL, CONSTRUCTIVE CRITICISM SHOULD BE OFFERED BY THE SCHOOL ADMINISTRATOR CONCERNING THE ADULT PROGRAM" AS DESIGNATED BY SECONDARY SCHOOL PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	25.0	45.9	75.0	51.4	0.0	2.7
2	16.6	23.1	83.3	76.9	0.0	0.0
3	43.5	25.9	52.1	70.4	4.3	3.7
4	20.0	28.6	80.0	57.1	0.0	14.3
5	29.1	50.0	62.5	46.4	8.3	3.6
6	20.0	14.3	60.0	71.4	20.0	14.3
7	24.3	32.3	56.8	58.1	18.9	9.7
8	29.7	28.1	64.9	68.7	5.4	3.1
9	50.0	44.8	50.0	41.3	0.0	13.8
10	27.3	50.0	72.7	40.9	0.0	9.1
11	0.0	60.0	0.0	40.0	0.0	0.0
Per cent of Total	29.7	37.8	64.7	55.9	5.6	6.3
Total Number	69	90	150	133	13	15
Range	0-11	1-17	0-30	2-22	0-7	0-4

Other duties of the agricultural teacher. Responses to the statement, "Consideration should be given to the duties of the teacher of vocational agriculture in the all-day school program before planning the adult farmer program," are reflected by the data of Table XXI. One hundred and forty-six, or 62.9 per cent, of the 232 represented teachers and 147, or 61.7 per cent, of the 238 participating principals appraised the item as "Very Important" in its relationship to the total school program. An "Important" consideration was assigned by 35.3 per cent and 36.1 per cent, respectively. Four, or 1.7 per cent, of the teachers and five, or 2.2 per cent, of the principals indicated an "Unimportant" ranking. Teacher responses reflected a consistent proportioning toward the "Very Important" assignment; principal returns followed this trend as well with the exception of the "Central Louisiana Over-Pine", "Cut-Over Flatwoods" and "Brown Loam Mixed Farming" Areas. Responses from these areas were weighted somewhat toward the "Important" evaluation.

A survey of literature relative to allotment of teacher time indicated that it is a very important consideration.

Bulletin No. 89 emphasizes this assertion as it states:

The board of education, the superintendent and the principal of the school should give the instructor, if he is the local all-day teacher of vocational agriculture, time to carry out his plans. Too often the job of conducting evening schools is an added job. An all-day agriculture teacher with a full teaching load is sometimes charged with the responsibility of organizing the evening school. Naturally, where this is done not enough time and attention can be given to either school work, and, as a consequence, the school is opened without careful preparation. The work of evening agricultural schools in every community where there is all-day instruction is of enough moment to require a reasonable amount of time during the day for organizational work. It is upon the work of the instructor and upon the sympathetic cooperation of the local school officials that the success of the enterprise depends.⁴⁶

TABLE XXI

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "CONSIDERATION SHOULD BE GIVEN TO THE DUTIES OF THE TEACHER OF VOCATIONAL AGRICULTURE IN THE ALL-DAY SCHOOL PROGRAM BEFORE PLANNING THE ADULT FARMER PROGRAM" AS DESIGNATED BY SECONDARY SCHOOL PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	62.5	62.2	37.5	37.8	0.0	0.0
2	66.7	46.1	33.3	53.8	0.0	0.0
3	52.1	55.5	39.1	37.0	8.7	7.4
4	70.0	42.9	30.0	57.1	0.0	0.0
5	70.8	64.3	29.1	35.7	0.0	0.0
6	40.0	42.9	60.0	57.1	0.0	0.0
7	67.6	67.7	27.0	32.3	5.4	0.0
8	62.2	65.6	37.8	31.2	0.0	3.1
9	50.0	68.9	50.0	24.1	0.0	6.9
10	72.7	63.6	27.3	36.4	0.0	0.0
11	0.0	60.0	0.0	40.0	0.0	0.0
Per cent of Total	62.9	61.7	35.3	36.1	1.7	2.2
Total Number	146	147	82	86	4	5
Range	0-25	3-23	0-15	2-14	0-2	0-2

Phipps affirms this contention as he asserts: "Local school administrators should encourage adult farmer classes by allowing teachers of agriculture time to conduct and supervise such courses."⁴⁷

Frequent consultations. The data of Table XXII represent the thinking of 232 teachers of agriculture and 238 school administrators relative to the statement, "The teacher of vocational agriculture should consult with the school administrator and advisory council from time to time during the progress of the program." Fifty-three per cent, or 123, of the participating teachers and 55.9 per cent, or 133, of the represented principals appraised this statement as "Very Important" in the relationship of adult farmer classes to the total school program. An "Important" weighting was given by 44.8 per cent and 44.3 per cent, respectively. Two and two tenths per cent of the teachers and 0.8 per cent of the principals evaluated it as "Unimportant". Consideration of this item by the principals reflected a constant weighting toward the "Very Important" appraisal. Teacher responses also reflected a constancy toward that classification with the exceptions of the "Mississippi Delta Cotton Area" and the "Central Louisiana Mixed Farming Area", the data of which indicated a more prominent weighting in the "Important" ranking.

Support for this assertion is suggested by McClure as he states: "Frequent conferences between the teacher and principal should be held. This is especially valuable where there is a new teacher or principal."⁴⁸

47 Phipps, op. cit., p. 518.

48 W. W. McClure, "Strengthening the Relationship and Understanding between the Principal and Teacher," Agricultural Education Magazine, 23:76, No. 4, October, 1950.

TABLE XXII

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "THE TEACHER OF VOCATIONAL AGRICULTURE SHOULD CONSULT WITH THE SCHOOL ADMINISTRATORS AND ADVISORY COUNCIL FROM TIME TO TIME DURING THE PROGRESS OF THE PROGRAM" AS DESIGNATED BY SECONDARY SCHOOL PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	60.0	51.4	40.0	48.6	0.0	0.0
2	50.0	69.2	50.0	30.8	0.0	0.0
3	73.9	55.5	21.7	44.4	4.3	0.0
4	50.0	71.4	50.0	28.6	0.0	0.0
5	58.3	57.1	37.5	42.9	4.2	0.0
6	40.0	57.1	60.0	42.9	0.0	0.0
7	37.8	54.8	59.5	45.2	2.7	0.0
8	40.5	53.1	54.1	46.9	5.4	0.0
9	63.6	55.2	36.8	41.3	0.0	3.4
10	54.5	54.5	45.4	40.9	0.0	4.5
11	0.0	60.0	0.0	40.0	0.0	0.0
Per cent of Total	53.0	55.9	44.8	43.3	2.2	0.8
Total Number	123	133	104	103	5	2
Range	0-24	3-19	0-22	2-18	0-2	0-1

Wilson⁴⁹ found that frequent meetings of the advisory council were desirable to improve the offerings of adult farmer classes.

Hamlin amplifies this as he outlines the principles: "Share decisions", "share the prominent roles with others" and "allow others to share in planning and initiating the undertaking"⁵⁰ as basic to good relationships with others.

An integral part of the school. The data of Table XXIII present the relative weighting of the topic, "The teacher of vocational agriculture and the administrator should consider the adult program as an integral part of the total school program and should promote it as such." Of the 232 teachers of agriculture and 238 secondary school principals represented in this study, 131, or 56.5 per cent, of the teachers and 122, or 51.3 per cent, of the administrators indicated that they felt the item to be "Very Important". Forty and five tenths per cent and 43.3 per cent, respectively, reflected an "Important" rating. Seven, or 3.1 per cent, of the teachers and 13, or 5.4 per cent, of the principals gave an "Unimportant" appraisal. The patterning of teacher responses was consistently weighted toward the "Very Important" consideration except in Area Five, the "Louisiana Rice Area", from which the teacher returns reflected an "Important" evaluation. Principal responses from the "Central Louisiana Mixed Farming Area" and "East Louisiana Cotton, Dairy and Strawberry Area" indicated an "Important" ranking; principal returns from the other areas demonstrated a predominance of "Very Important" appraisals.

⁴⁹ Richard Heilborn Wilson, "The Program for Adult Farmers in Vocational Agriculture in Ohio," (unpublished Master's thesis, The Ohio State University, Columbus, 1951), p. 16.

⁵⁰ H. M. Hamlin, "Working with Others in Agricultural Education," Agricultural Education Magazine, 22:249, No. 11, May, 1950.

TABLE XXIII

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "THE TEACHER OF VOCATIONAL AGRICULTURE AND THE ADMINISTRATOR SHOULD CONSIDER THE ADULT PROGRAM AS AN INTEGRAL PART OF THE TOTAL SCHOOL PROGRAM AND SHOULD PROMOTE IT AS SUCH" AS DESIGNATED BY SECONDARY SCHOOL PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	50.0	54.1	45.0	43.2	5.0	2.7
2	66.7	61.5	33.3	30.8	0.0	7.7
3	69.6	66.7	30.4	33.3	0.0	0.0
4	50.0	42.9	50.0	28.6	0.0	28.6
5	41.6	53.5	50.0	35.7	8.3	10.7
6	100.0	57.1	0.0	28.6	0.0	14.3
7	54.1	51.6	45.9	48.4	0.0	0.0
8	51.4	37.5	40.5	56.4	8.1	6.2
9	72.7	48.3	27.3	44.8	0.0	6.9
10	54.5	40.9	45.4	54.5	0.0	4.5
11	0.0	60.0	0.0	40.0	0.0	0.0
Per cent of Total	56.5	51.3	40.5	43.3	3.1	5.4
Total Number	131	122	94	103	7	13
Range	0-20	3-20	0-18	2-18	0-3	0-3

Phipps affirms this assertion as he declares: "Many school administrators recognize that courses for adult farmers are an integral part of the program of vocational agriculture and that the public schools are responsible for adult education."⁵¹

Hamlin lends further support to this contention as he asserts: "The administrative organization of agricultural education in a community school makes the agriculture department an integral part of the school system."⁵²

Invite principal participation. The data of Table XXIV present the weighting of 232 teachers of agriculture and 238 secondary school principals of the statement, "The teacher of vocational agriculture should invite participation and criticism on the part of the school administrator." A predominance of both groups of participants appraised this topic as "Important" to the relationship of the adult class to the total program. One hundred and forty, or 60.3 per cent, of the participating teachers and 133, or 55.9 per cent, of the represented principals indicated that evaluation. A rating of "Very Important" was designated by 36.2 per cent and 39.5 per cent, respectively. Three and five tenths per cent of the teachers and 4.6 per cent of the principals reflected an "Unimportant" assignment. The proportioning of responses followed the above pattern relatively consistently. However, teacher responses from the "Brown Loam Mixed Farming Area" and "Louisiana Sugar Cane Area" and principal returns from the "Red River Delta Cotton Area" portrayed a slight weighting toward the "Very Important" consideration.

51 Phipps, op. cit., p. 535.

52 Hamlin, op. cit., p. 136.

TABLE XXIV

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "THE TEACHER OF VOCATIONAL AGRICULTURE SHOULD INVITE PARTICIPATION AND CRITICISM ON THE PART OF THE SCHOOL ADMINISTRATOR" AS DESIGNATED BY SECONDARY SCHOOL PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	40.0	43.2	52.5	54.1	7.5	2.7
2	16.6	30.8	83.3	61.5	0.0	7.7
3	47.8	55.5	52.1	44.4	0.0	0.0
4	40.0	28.6	60.0	42.9	0.0	28.6
5	41.6	46.4	54.2	50.0	4.2	3.6
6	60.0	28.6	40.0	71.4	0.0	0.0
7	27.0	32.3	64.9	64.5	8.1	3.2
8	27.0	34.4	70.3	59.4	2.7	6.2
9	54.5	31.0	45.4	58.6	0.0	10.3
10	27.3	45.4	72.7	54.5	0.0	0.0
11	0.0	40.0	0.0	60.0	0.0	0.0
Per cent of Total	36.2	39.5	60.3	55.9	3.5	4.6
Total Number	84	94	140	133	8	11
Range	0-16	2-16	0-26	3-20	0-3	0-3

Hamlin has this to say concerning principal participation and criticism:

It is dangerous to the teacher and his program to have very much going on between the teacher and his supervisor in which the school administrator does not share. The head of the school system is the person who is responsible, as an agent of the board of education, for seeing that the work in vocational agriculture is so conducted that federal and state aid can be received. The teacher has responsibilities in this respect only if they have been expressly delegated to him by the administrator.⁵³

Hamlin throws a somewhat different light on principal participation as he suggests:

The first and most obvious answer is that the teacher of agriculture cannot assume the responsibility alone, though more frequently than not he has assumed it. Others sometimes brought in are the school administrator, the students, other teachers, parents and members of the advisory councils. When all of these play their proper parts, the people of the community have had an adequate chance to participate, either directly or through their representatives.⁵⁴

Familiarity with the total program. The data of Table XXV reflect the appraisal of the item, "The administrator and the teacher of vocational agriculture should both be familiar with the problems of the total program." A consistent weighting toward the appraisal of "Very Important" is indicated, with the exception of the principal returns from the "Brown Leam Mixed Farming Area", by the data of this table. One hundred and forty-five, or 62.5 per cent, of the 232 teachers represented in this study and 146, or 61.3 per cent of the 238 principals participating in the study reflected a rating of "Very Important" for this item. An "Important" ranking was applied by 37.1 per cent and

⁵³ Hamlin, op. cit., p. 139.

⁵⁴ Ibid., p. 96.

TABLE XXV

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "THE ADMINISTRATOR AND THE TEACHER OF VOCATIONAL AGRICULTURE SHOULD BOTH BE FAMILIAR WITH THE PROBLEMS OF THE TOTAL PROGRAM" AS DESIGNATED BY SECONDARY SCHOOL PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	67.5	64.9	32.5	35.1	0.0	0.0
2	75.0	69.2	25.0	30.8	0.0	0.0
3	69.6	70.4	30.4	29.6	0.0	0.0
4	60.0	71.4	40.0	28.6	0.0	0.0
5	54.2	60.7	45.8	39.3	0.0	0.0
6	60.0	28.6	40.0	71.4	0.0	0.0
7	56.8	64.5	43.2	35.5	0.0	0.0
8	54.1	50.0	43.2	50.0	2.7	0.0
9	72.7	55.2	27.3	44.8	0.0	0.0
10	63.6	63.6	36.4	36.4	0.0	0.0
11	0.0	80.0	0.0	20.0	0.0	0.0
Per cent of Total	62.5	61.3	37.1	38.7	0.4	0.0
Total Number	145	146	86	92	1	0
Range	0-27	2-24	0-16	1-16	0-1	0-0

38.7 per cent, respectively. "Unimportant" considerations were negligible.

McClure stresses this point as he urges: "Both (the teacher of vocational agriculture and the principal) should have a thorough knowledge of administrative and vocational requirements."⁵⁵

He amplifies this somewhat as he lists as his first reason for failure, "The failure of one to recognize the professional and technical requirements of the other's job."⁵⁶

Putnam affirms this assertion as he suggests: "Leave an itinerant when working in or upon leaving community. Exhibit interest in the overall school program. Express appreciation to other faculty members when they render assistance."⁵⁷

A school activity. The data of Table XXVI express the thinking of 232 agricultural teachers and 238 secondary school principals concerning the item, "Publicity concerning the adult class should relate it as a school activity—not a teacher function." The total responses from both teachers and principals reflected a fairly evenly proportioned balance between the "Very Important" and the "Important" appraisals. Forty-three and nine tenths per cent of the represented teachers and 48.3 per cent of the represented principals reflected a "Very Important" weighting while an "Important" consideration was assigned by 48.7 per cent and 45.8 per cent, respectively. Determinations by areas vacillated between the

55 McClure, op. cit., p. 76.

56 Loc. cit.

57 Putnam, op. cit., p. 81.

TABLE XXVI

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "PUBLICITY CONCERNING THE ADULT CLASS SHOULD RELATE IT AS A SCHOOL ACTIVITY--NOT A TEACHER FUNCTION" AS DESIGNATED BY SECONDARY SCHOOL PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	45.0	48.6	50.0	48.6	5.0	2.7
2	33.3	61.5	58.3	38.5	8.3	0.0
3	60.9	55.5	39.1	44.4	0.0	0.0
4	30.0	14.3	70.0	85.7	0.0	0.0
5	29.1	64.3	45.8	28.5	25.0	7.1
6	60.0	14.3	40.0	85.7	0.0	0.0
7	59.5	58.1	32.4	32.3	8.1	9.7
8	32.4	37.5	56.8	46.9	10.8	15.6
9	31.8	37.9	63.6	51.7	4.5	10.3
10	54.5	45.4	45.4	54.5	0.0	0.0
11	0.0	60.0	0.0	40.0	0.0	0.0
Per cent of Total	43.9	48.3	48.7	45.8	7.3	5.9
Total Number	102	115	113	109	17	14
Range	0-22	1-18	0-21	2-18	0-6	0-5

two relative classifications; no significant trends were established. "Unimportant" assignments were evaluated by 7.3 per cent of the teachers and 5.9 per cent of the principals.

Buchanan emphasizes this assertion as he states: "Do not publicize yourself."⁵⁸

McClure sets forth as one of his reasons for failure of adult farmer classes: "Failure of a teacher of agriculture to realize that he is a part of the school even though his department may be housed separately."⁵⁹

Reflect credit on the school. Teacher and principal reactions to the phrase, "The teacher of vocational agriculture should strive to organize the best possible presentation in order to reflect credit on the school," are presented by the data of Table XXVII. Of the 232 agriculture teachers and 238 secondary principals participating in this study, 134, or 57.7 per cent, of the teachers and 150, or 63.0 per cent, of the principals appraised the item as "Very Important" in the relationship of the adult farmer program to the total school organization. An "Important" appraisal was reflected by 37.9 per cent of the agriculture teachers and 31.5 per cent of the administrators. Four and three tenths per cent and 5.4 per cent, respectively, indicated an "Unimportant" assignment.

⁵⁸ M. C. Buchanan, "Working with Administration and Faculty," Agricultural Education Magazine, 23:82, No. 4, October, 1950.

⁵⁹ McClure, op. cit., p. 76.

TABLE XXVII

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "THE TEACHER OF VOCATIONAL AGRICULTURE SHOULD STRIVE TO ORGANIZE THE BEST POSSIBLE PRESENTATION IN ORDER TO REFLECT CREDIT ON THE SCHOOL" AS DESIGNATED BY SECONDARY SCHOOL PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	60.0	64.9	30.0	27.0	10.0	8.1
2	66.7	61.5	25.0	38.5	8.3	0.0
3	65.2	66.7	34.8	29.6	0.0	3.7
4	60.0	57.1	40.0	14.3	0.0	28.6
5	45.8	71.4	45.8	28.5	8.3	0.0
6	60.0	42.9	40.0	57.1	0.0	0.0
7	59.5	64.5	37.8	29.0	2.7	6.4
8	51.4	59.4	43.2	34.4	5.4	6.2
9	68.2	62.1	31.8	34.5	0.0	3.4
10	50.0	54.5	50.0	36.4	0.0	9.1
11	0.0	80.0	0.0	20.0	0.0	0.0
Per cent of Total	57.7	63.0	37.9	31.5	4.3	5.4
Total Number	134	150	88	75	10	13
Range	0-24	3-24	0-16	1-11	0-4	0-3

The patterning of responses was consistent throughout with the exception that the principals from Area Six, the "Brown Loam Mixed Farming Area", weighted the "Important" consideration more heavily.

Support for this assertion is stressed by Phipps as he states:

If the teaching of adults improves the teacher, his school is thereby benefited. An adult education program sponsored by a public school will not only improve the teaching in the school system, it will also make the school the educational center of the community.⁶⁰

Ekstrom and McClelland affirm this contention as they set forth:

The teaching of adult classes has contributed in no small way to the improvement of instructional procedures. The successful teaching of courses in which the attendance of registrants and the application of the principles taught are voluntary calls for the best teaching technique which can be employed. Under the stimulation of adults, the teacher constantly seeks for professional improvement.⁶¹

Principals should participate in adult program. The data of Table XVIII portrays the feeling of both groups of participants pertaining to the topic, "The school administrator should participate in the adult program, home visitations, fairs and other activities of the agricultural department." The over-all proportioning of responses reflected a tendency toward an "Important" appraisal. However, teacher responses from the "North Louisiana Upland Cotton," "Red River Delta Cotton," "Cut-Over Flatwoods" and the "Louisiana Rice" Areas presented an evaluation of "Very Important"; the data of the principals from the "Red River Delta Cotton Area" also emphasized this tendency. One hundred and seventeen, or 50.4 per cent, of the 232 participating teachers and 124, or 52.1 per cent, of the 238 represented principals assigned an

⁶⁰ Phipps, op. cit., p. 14.

⁶¹ Ekstrom and McClelland, op. cit., p. 17.

TABLE XXVIII

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "THE SCHOOL ADMINISTRATOR SHOULD PARTICIPATE IN THE ADULT PROGRAM, HOME VISITATIONS, FAIRS AND OTHER ACTIVITIES OF THE AGRICULTURE DEPARTMENT" AS DESIGNATED BY SECONDARY SCHOOL PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	62.5	48.6	37.5	51.4	0.0	0.0
2	50.0	38.5	50.0	53.8	0.0	7.7
3	65.2	66.7	34.8	29.6	0.0	3.7
4	60.0	42.9	40.0	42.9	0.0	14.3
5	25.0	39.3	70.8	57.1	4.2	3.6
6	20.0	14.3	80.0	71.4	0.0	14.3
7	37.8	29.0	59.5	61.3	2.7	9.7
8	37.8	25.0	59.5	65.6	2.7	9.4
9	54.5	41.3	36.4	44.8	9.1	13.8
10	45.4	36.4	50.0	54.5	4.5	9.1
11	0.0	80.0	0.0	20.0	0.0	0.0
Per cent of Total	46.9	40.7	50.4	52.1	2.6	7.1
Total Number	109	97	117	124	6	17
Range	0-25	1-18	0-22	1-21	0-2	0-4

"Important" rating. "Very Important" rankings were set forth by 46.9 per cent of the teachers and 40.7 per cent of the principals. Two and six tenths per cent and 7.1 per cent, respectively, gave an "Unimportant" appraisal.

Phipps has this to say pertaining to principal participation: "A local administrator should visit the adult classes occasionally to acquaint himself with the program and help motivate interest in these classes."⁶²

McClure assigns this thought as a reason for failure of adult programs:

Many principals have had little or no contact with either agriculture or other vocational work. Many have little or no appreciation for vocational training and fail to regard vocational training as part of the general pattern of education.⁶³

The teacher as a faculty member. The data of Table XXIX reflect the thinking of 232 teachers of vocational agriculture and 238 secondary school principals relative to the statement, "The teacher of vocational agriculture, as a faculty member, should participate in as many community and school activities as possible." One hundred and thirty-two, or 56.9 per cent, of the represented teachers and 141, or 59.2 per cent, of the participating principals appraised the topic as "Very Important". Forty-two and two tenths per cent and 40.0 per cent, respectively, assigned a rating of "Important". "Unimportant" evaluations were negligible. The patterning of responses was consistently weighted toward the "Very Important" consideration with the exception of the principal returns

62 Phipps, op. cit., p. 518.

63 McClure, op. cit., p. 76.

TABLE XXIX

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "THE TEACHER OF VOCATIONAL AGRICULTURE, AS A FACULTY MEMBER, SHOULD PARTICIPATE IN AS MANY COMMUNITY AND SCHOOL ACTIVITIES AS FEASIBLE" AS DESIGNATED BY SECONDARY SCHOOL PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	50.0	62.2	50.0	37.8	0.0	0.0
2	66.7	46.1	25.0	53.8	8.3	0.0
3	52.1	70.4	47.8	29.6	0.0	0.0
4	90.0	57.1	10.0	42.9	0.0	0.0
5	62.5	75.0	37.5	25.0	0.0	0.0
6	60.0	28.6	40.0	71.4	0.0	0.0
7	40.5	48.4	59.5	51.6	0.0	0.0
8	54.1	56.4	43.2	43.7	2.7	0.0
9	77.2	55.2	22.7	41.3	0.0	3.4
10	59.1	63.6	40.9	36.4	0.0	0.0
11	0.0	60.0	0.0	20.0	0.0	20.0
Per cent of Total	56.9	59.2	42.2	40.0	0.9	0.8
Total Number	132	141	98	95	2	2
Range	0-20	2-23	0-22	1-16	0-1	0-1

from the "Brown Loam Mixed Farming Area" and the teacher inquiries from the "Mississippi Delta Cotton Area".

Putnam suggests that an agricultural teacher should: "Be an active member of the Chamber of Commerce and a civic club if your community has them. Cooperate with other agricultural agencies. Do not minimize their efforts."⁶⁴

Buchanan outlines the following ways to improve relationships with the faculty:

- (1) Attend teachers' meetings regularly.
- (2) Take part in your teacher association meetings.
- (3) Show an interest in school activities other than your own.
- (4) Don't be a lone wolf.
- (5) Do not publicize yourself.⁶⁵

Keep community objectives foremost. An appraisal of the topic, "Both the administrator and the teacher of vocational agriculture should keep community, rather than personal, objectives foremost," is reflected by the data of Table XXX. A "Very Important" evaluation is assigned by 160, or 68.9 per cent, of the 232 teachers participating in this study and 172, or 72.3 per cent, of the 238 principals represented in the study. Sixty-eight, or 29.3 per cent, of the teachers and 64, or 26.9 per cent, of the principals indicated an "Important" assignment. "Unimportant" rankings were negligible. The responses portrayed a constant proportioning throughout.

⁶⁴ Putnam, op. cit., p. 82.

⁶⁵ Buchanan, op. cit., p. 82.

TABLE XXX

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "BOTH THE ADMINISTRATOR
AND THE TEACHER OF VOCATIONAL AGRICULTURE SHOULD KEEP COMMUNITY, RATHER
THAN PERSONAL, OBJECTIVES FOREMOST" AS DESIGNATED BY SECONDARY
SCHOOL PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	70.0	72.9	25.0	24.3	5.0	2.7
2	50.0	61.5	41.6	38.5	8.3	0.0
3	69.6	81.5	30.4	18.5	0.0	0.0
4	80.0	71.4	20.0	28.6	0.0	0.0
5	79.2	85.7	20.8	14.3	0.0	0.0
6	80.0	57.1	20.0	42.9	0.0	0.0
7	67.6	74.2	32.4	25.8	0.0	0.0
8	62.2	65.6	37.8	31.2	0.0	3.1
9	68.2	62.1	31.8	37.9	0.0	0.0
10	72.7	72.7	22.7	27.3	4.5	0.0
11	0.0	80.0	0.0	20.0	0.0	0.0
Per cent of Total	68.9	72.3	29.3	26.9	1.7	0.8
Total Number	160	172	68	64	4	2
Range	0-28	4-27	0-14	1-11	0-2	0-1

Support of this assertion is suggested by Hamlin as he states:
 "Allow others to assign credit for your contribution."⁶⁶

Watson implies this thought as he proposes: "Give more thought to service rendered than to financial compensation received."⁶⁷

Putnam has this to say about community objectives: "Stay behind the scenes of F.F.A. banquets, special programs, etc. Let the boys be in front."⁶⁸

Settle disputes privately. The data of Table XXXI present the relative importance, as designated by 232 teachers of vocational agriculture and 238 secondary school principals, of the statement, "Any disagreements between the administrator and the teacher of vocational agriculture should be settled privately." One hundred and seventy-one, or 73.7 per cent, of the represented teachers and 186, or 78.2 per cent, of the participating administrators appraised the item as "Very Important" in the relationship of an adult program to the total school organization. Twenty-three and two tenths per cent and 20.1 per cent, respectively, assigned a rating of "Important". An "Unimportant" consideration was reflected by seven, or 3.1 per cent, of the teachers and four, or 1.7 per cent, of the principals. The proportioning of both teacher and principal responses was constant throughout.

Watson affirms this assertion as he states: "To adjust grievances privately and directly with those concerned."⁶⁹

⁶⁶ Hamlin, op. cit., p. 249.

⁶⁷ Colad Watson, "What the Supervisor Expects of the Teacher," Agricultural Education Magazine, 25:181, No. 8, February, 1953.

⁶⁸ Putnam, op. cit., p. 82.

⁶⁹ Watson, op. cit., p. 181.

TABLE XXXI

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "ANY DISAGREEMENTS
BETWEEN THE ADMINISTRATOR AND THE TEACHER OF VOCATIONAL AGRICULTURE
SHOULD BE SETTLED PRIVATELY" AS DESIGNATED BY SECONDARY SCHOOL
PRINCIPALS AND TEACHERS OF VOCATIONAL AGRICULTURE

Area	Distribution by Percentages					
	Very Important		Important		Unimportant	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
1	85.0	78.4	15.0	21.6	0.0	0.0
2	75.0	61.5	25.0	30.8	0.0	7.7
3	60.9	88.9	34.8	11.1	4.3	0.0
4	90.0	71.4	10.0	28.6	0.0	0.0
5	87.5	85.7	12.5	10.7	0.0	3.6
6	80.0	57.1	20.0	42.9	0.0	0.0
7	70.3	83.9	24.3	16.1	5.4	0.0
8	64.9	81.3	29.7	18.7	5.4	0.0
9	72.7	62.1	22.7	31.0	4.5	6.9
10	63.6	81.8	31.8	18.2	4.5	0.0
11	0.0	80.0	0.0	20.0	0.0	0.0
Per cent of Total	73.7	78.2	23.2	20.1	3.1	1.7
Total Number	171	186	54	48	7	4
Range	0-34	4-29	0-11	1-9	0-2	0-2

IV. SUMMARY

The data of the tables in this chapter reflect two salient factors. First, adult farmer classes are important to the over-all objectives and organization of the school--yet, while they are an essential portion, they are only a part of the total program and should be emphasized to the extent of their contributions to individual, school and community enhancements. Adult farmer classes, alone, do not constitute a total program--nor can a rural school without an adult farmer program adequately fulfill its community obligations. Our teachers of agriculture must seek this point of balance and strive to develop an adult program to fulfill its designated place. Secondly, the relationships engendered in the organization and conduct of an adult farmer class must take into account the organizational problems of the total school program. The school must present a united front in helping the community meet its needs. The adult class, as part of that program, must reflect the concerted efforts of all the school personnel and facilities--neither can stand alone and do a complete job. Our teachers of agriculture must strive to reflect credit on the total school organization and maintain adequate working relationships with their fellow faculty members.

CHAPTER IV

THE ORGANIZATION AND INSTRUCTION OF ADULT FARMER CLASSES

I. INTRODUCTION

In seeking to augment the fund of usable knowledge pertaining to adult farmer classes, this writer has utilized a step by step progression following the scientific mode of thinking. Previous chapters in this thesis have established and defined the problem, surveyed the already available data, formulated hypotheses representing a tentative solution, verified these hypotheses in relationship to known facts and provided supplemental facts relative to the importance and relationship of adult farmer classes to the total school program by testing the known facts against the opinions of professional educators in the field of adult farmer education in Louisiana.

Chapter IV will provide a further supplementation to the already verified facts by supplying additional data pertaining to the organization and instruction of adult farmer classes in agriculture.

II. THE ORGANIZATION OF ADULT FARMER CLASSES

Length of program. The data of Table XXXII present the opinions of 224 farmers, 232 teachers of agriculture and 238 principals of secondary schools concerning the "length in years, of an adult farmer program". Ninety-eight, or 43.8 per cent, of the participating farmers, 142, or 61.2 per cent, of the represented teachers and 162, or 68.0 per cent, of the principals represented in the study reflected the thinking,

"an adult farmer program should be organized over a period of several years". The opinion, "an adult farmer class should be organized over a period of a year", garnered support from 22.8 per cent of the farmers, 20.7 per cent of the teachers and 20.6 per cent of the principals. The conviction, "an adult farmer class should be organized over a shorter period, with occasional meetings at other times of the year", claimed 75, or 33.4 per cent, of the farmer returns, 42, or 18.1 per cent, of the teacher responses and 27, or 11.4 per cent, of the principal opinions. Principal and teacher responses were consistently weighted toward the determination of "over a period of several years" with the exception of the teachers from the "Brown Loam Mixed Farming Area"; teacher returns from this area reflected a predominance of opinions with respect to "periods shorter than a year, with occasional meetings at other times". Farmer impressions assigned somewhat less importance to organization "over a period of several years" and indicated considerably more weight to the view, "an adult farmer class should be organized over a shorter period, with occasional meetings at other times of the year". In general, the opinions of all three groups of participants reflected the thinking that adult farmer classes should be organized on a long-term basis.

Comments on this assertion by writers in the field of adult farmer education seemingly imply that the length of the program should be conditioned by the situation in the community. King suggests:

It was found that the problems and needs discovered in the community called for the reorganization of the farm business. Such a reorganization, however, should be carried on gradually and systematically. It is believed that a long-time agricultural evening school

program based on the results of a careful study of the community, offers a very good medium for accomplishing this reorganization.¹

Gregg supports the long-term program as he asserts:

Evening classes that are planned on a three or four year basis and are operated continuously seem to be more productive of results than those that are conducted for shorter periods of a time. The element of time and continuous effort seem worthy of serious consideration.²

Phipps suggests a somewhat shorter period as he says: "Some adult farmer courses have been continued over a number of years for the same group of farmers. Generally, however, an adult farmer course covers a one-year period."³

Ekstrom and McClelland propose the following relative to the length of program: "In planning programs for adults it is desirable to think in terms of the calendar year and to select activities in each of the twelve months which contribute to the long-term objectives of the department."⁴

The Georgia Bulletin Number 20 suggests:

This question is often asked by teachers: "Is it necessary for me to hold my evening class meetings in a short period of time or is it permissible to hold them throughout the year?" It is usually best to hold a number of meetings rather close together in order to get the class well organized, after which the meetings may be less frequent. In fact, more farmers will carry on improved practices if the jobs are taught throughout the year in seasonal sequence.⁵

1 Cornelius King, "Determining the Content of a Long-Time Evening School Program," (unpublished Master's thesis, Cornell University, Ithica, 1933), p. 48.

2 Gregg, op. cit., p. 112.

3 Phipps, op. cit., p. 531.

4 Ekstrom and McClelland, op. cit., p. 23.

5 Georgia Bulletin Number 20, op. cit., p. 23.

TABLE XXXII

A PERCENTAGE DISTRIBUTION, BY FARMING AREAS, OF THE RESPONSES DESIGNATED BY FARMERS,
TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO THE
LENGTH, IN YEARS, OF AN ADULT FARMER PROGRAM

An adult farmer program should be organized:									
Area	Over a period of several years			Over a period of a year			Over a shorter period with other occasional meetings		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	48.5	67.5	67.6	9.1	17.5	18.9	42.4	15.0	13.5
2	33.3	66.7	61.5	33.3	16.6	30.8	33.3	16.6	7.7
3	65.4	65.2	70.4	15.4	26.1	18.5	19.2	8.7	11.1
4	44.4	80.0	71.4	44.4	10.0	28.6	11.1	10.0	0.0
5	35.0	54.2	71.4	30.0	8.3	10.7	35.0	37.5	17.8
6	42.1	20.0	42.9	26.3	0.0	42.9	31.6	80.0	14.3
7	48.5	54.1	61.3	24.2	32.4	16.1	27.2	13.5	22.6
8	30.2	59.5	71.8	28.3	21.6	18.7	41.5	18.9	9.4
9	50.0	59.1	72.4	14.3	27.3	24.1	35.7	13.6	3.4
10	40.0	68.2	63.6	20.0	18.2	31.8	40.0	13.6	4.5
11	100.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0
Per cent of Total	43.8	61.2	68.0	22.8	20.7	20.6	33.4	18.1	11.4
Total Number	98	142	162	51	48	49	75	42	27
Range	1-17	0-27	3-25	0-15	0-12	0-7	0-22	0-9	0-7

When should adult classes be held. The data of Table XXXIII reflect the opinions of farmers, teachers of agriculture and secondary school principals with respect to "when should adult farmer classes be held". Of the 224 farmers, 232 teachers of agriculture and 238 secondary school principals represented in this study, 130, or 58.0 per cent, of the farmers, 155, or 66.8 per cent, of the teachers and 153, or 64.3 per cent, of the principals reflected the impression, "adult farmer classes should be held in the evening after 7:00 p.m.". "In the evening after 6:00 p.m.", "in the evening after 8:00 p.m.", "during the day" and "on Saturday" received, in the order named, some incidence of responses, but the predominance toward the evening meeting after 7:00 p.m. was well established. Farmer responses revealed a relatively constant patterning with the exception that the tillers of the soil from the "Cut-Over Flatwoods Area" assigned a somewhat higher incidence to "in the evenings after 8:00 p.m." and "on Saturday" and that farmers from the "Mississippi Delta Cotton Area" reflected a relatively stronger desire for "Saturday" meetings. Teacher and principal returns reflected a consistent patterning throughout.

Hamlin affirms this thinking as he states:

Evening meetings have nearly always been found more satisfactory than day-time meetings, but the regular series of evening meetings may well be supplemented by special day-time activities, such as field trips, shop work, and individual instruction at the school. Meetings usually begin at 7 o'clock or 7:30 p.m. They continue from one and one-half to three hours, depending on the nature of the work done. Discussion type meetings should not continue for more than two hours; meetings of one and one-half hours may be better. Meetings⁶ devoted to laboratory or shop work may continue two or three hours.

6 Hamlin, op. cit., p. 285.

TABLE XXXIII

A PERCENTAGE DISTRIBUTION, BY FARMING AREAS, OF THE RESPONSES DESIGNATED BY FARMERS,
TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO THE
BEST TIME TO HOLD ADULT FARMER CLASSES

Adult farmer classes can best be held:															
Area	During the day			In the evening after 6:00 p.m.			In the evening after 7:00 p.m.			In the evening after 8:00 p.m.			On Saturday		
	F*	T*	P*	F	T	P	F	T	P	F	T	P	F	T	P
1	6.1	7.5	8.1	18.2	27.5	21.6	51.5	55.0	70.3	12.1	10.0	0.0	12.1	0.0	0.0
2	0.0	8.3	7.7	50.0	16.6	15.4	50.0	66.7	76.9	0.0	8.3	0.0	0.0	0.0	0.0
3	0.0	0.0	3.7	11.5	30.4	29.6	61.5	60.9	62.9	11.5	4.3	3.7	15.4	4.3	0.0
4	0.0	10.0	14.3	0.0	10.0	0.0	33.3	70.0	85.7	44.4	10.0	0.0	22.2	0.0	0.0
5	0.0	8.3	0.0	5.0	25.0	35.7	65.0	54.2	57.1	20.0	12.5	7.1	10.0	0.0	0.0
6	0.0	0.0	0.0	15.8	40.0	42.9	57.9	60.0	57.1	15.8	0.0	0.0	10.5	0.0	0.0
7	0.0	10.8	3.2	15.1	18.9	19.4	51.5	67.6	67.7	3.0	2.7	9.7	30.3	0.0	0.0
8	1.8	5.4	6.2	20.8	16.2	18.7	54.9	75.7	65.6	9.4	2.7	3.1	13.2	0.0	6.2
9	7.1	9.1	6.9	0.0	13.6	41.3	85.7	72.7	48.3	7.1	4.5	3.4	0.0	0.0	0.0
10	0.0	0.0	4.5	10.0	9.1	27.3	80.0	86.4	63.6	10.0	4.5	4.5	0.0	0.0	0.0
11	0.0	0.0	20.0	0.0	0.0	0.0	100.0	0.0	80.0	0.0	0.0	0.0	0.0	0.0	0.0
Per cent of Total	1.8	6.4	5.4	14.8	20.3	25.6	58.0	66.8	64.3	11.5	6.0	3.8	13.8	0.4	0.8
Total Number	4	15	13	33	47	61	130	155	153	26	14	9	31	1	2
Range	0-2	0-3	0-2	0-11	0-11	0-12	3-29	0-28	4-26	0-4	0-4	0-3	0-10	0-1	0-2

F* - Farmer; T* - Teacher; P* - Principal

Phipps suggests a slightly different approach as he says:

Courses may be held at any time of the day enrollees will attend and an instructor is available. Most young farmer and adult farmer courses have been held in the evening, because regular teachers of vocational agriculture are occupied with high school boys during the day, and because many farmers prefer evening meetings in order that they may work at home during the day. Special instructors often teach their course during the daytime, however. Classes during the daytime are especially desirable for courses in food processing and farm mechanics.

Interval between classes. The data of Table XXXIV portray the opinions of 224 farmers, 232 teachers of agriculture and 238 secondary school principals relative to the interval between adult farmer classes. One hundred and six, or 47.3 per cent, of the participating farmers, 107, or 46.1 per cent, of the represented teachers and 76, or 31.9 per cent, of the participating school administrators reflected the view, "adult classes should be held at monthly intervals". An indication that classes should be held "twice a month" was reflected by 33.9 per cent of the farmers, 39.2 per cent of the teachers and 39.1 per cent of the principals. Some incidence was delineated by all groups represented with respect to classes being held at "weekly" intervals. Responses denoting a feeling that classes be held "twice a week" were negligible. The data of the Table demonstrates an over-all portrayal that adult farmer classes should be held at "monthly" or "twice a month" intervals. The proportioning of responses, by areas, was relatively consistent throughout with the exception that farmer responses from the "Mississippi Delta Cotton Area" and "Central Louisiana Mixed Farming Area" reflected a somewhat higher incidence toward "weekly" meetings.

7 Phipps, op. cit., p. 533.

Phipps has this to say relative to the interval between class meetings:

The frequency of class sessions in adult farmer courses varies from course to course and from community to community. Classes have been conducted that have met daily over a period of time. Most successful adult courses have been conducted with class sessions once every two weeks. An increasing number of courses have been organized to meet once a month throughout the year. A few instructors have adopted the philosophy that the on-farm instruction in young and adult farmer education is the principle phase of a course, and that class meetings should be arranged as needed to supplement this individual on-farm instruction.

For most courses, weekly class sessions during a period or periods of the year when farm work is least pressing have been found most desirable. These weekly sessions may then be followed with monthly meetings during the remainder of the year to observe, evaluate, and discuss results obtained from approved practices adopted as a result of the instruction received in the weekly meeting and through on-farm instruction.⁸

Bulletin No. 89 suggests:

Present range in frequency of meetings is from daily to once a month with all kinds of variation between the two. Groups often prefer to meet once or twice a week, rather than daily, in order to avoid conflicts with lodge meetings, church functions and the like. Members of the group usually do not care for ten meetings on successive days over a period of time, especially when they are held at night. When meetings are not held daily, the teacher has more time to make due investigation growing out of demands arising in the meeting and to prepare additional teaching materials. The interval between meetings, however, must not be too long for interest to be maintained from one to the other.⁹

Ekstrom and McClelland propose the following relative to the interval between meetings:

There is little evidence to indicate the frequency at which regular class meetings should be held to obtain best results. The ordinary procedure is to meet once or twice per week, although some classes operate successfully on other plans, e.g., a short-course of

8 Phipps, op. cit., p. 532.

9 Bulletin No. 89, op. cit., p. 8.

TABLE XXXIV

A PERCENTAGE DISTRIBUTION, BY FARMING AREAS, OF THE RESPONSES DESIGNATED BY FARMERS,
TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO
THE INTERVAL BETWEEN MEETINGS OF ADULT FARMER CLASSES

Area	Adult farmer classes should be held:											
	Weekly			Monthly			Twice a month			Twice a week		
	Farmer			Farmer			Farmer			Farmer		
	Teacher	Principal	Principal	Teacher	Principal	Principal	Teacher	Principal	Principal	Teacher	Principal	Principal
1	12.1	22.5	24.3	45.5	42.5	35.1	36.4	32.5	37.8	6.1	2.5	2.7
2	16.7	8.3	15.4	67.7	16.6	30.8	16.7	75.0	53.8	0.0	0.0	0.0
3	11.5	8.7	18.5	57.6	34.8	33.3	30.8	56.5	48.1	0.0	0.0	0.0
4	0.0	10.0	14.3	55.6	70.0	42.9	44.4	20.0	28.6	0.0	0.0	14.3
5	25.0	4.2	21.4	50.0	62.5	28.5	25.0	29.1	39.3	0.0	4.2	10.7
6	15.8	0.0	14.3	57.9	60.0	28.6	26.3	40.0	42.9	0.0	0.0	14.3
7	21.2	10.8	29.0	39.4	24.3	25.8	39.4	54.1	38.7	0.0	10.8	6.4
8	18.9	5.4	15.6	37.7	64.9	28.1	37.7	27.0	46.9	5.7	2.7	9.4
9	7.1	4.5	27.5	78.6	59.1	37.9	7.1	36.4	31.0	7.1	0.0	3.4
10	20.0	18.2	36.4	20.0	40.9	40.9	60.0	31.8	22.7	0.0	9.1	0.0
11	0.0	0.0	60.0	0.0	0.0	0.0	100.0	0.0	40.0	0.0	0.0	0.0
Per cent of Total	16.1	10.8	23.9	47.3	46.1	31.9	33.9	39.2	39.1	2.7	3.9	5.0
Total Number	36	25	57	106	107	76	76	91	93	6	9	12
Range	0-10	0-9	1-9	0-20	0-24	0-13	1-20	0-20	2-15	0-3	0-4	0-3

ten days to two weeks, or two night sessions per week or one day and one night session per week, or sessions at semi-weekly or monthly intervals. Apparently the conducting of semi-weekly or weekly sessions over designated periods, followed by seasonal meetings at other periods of the year, is the most popular arrangement.¹⁰

The Georgia Bulletin Number 20 injects a note of caution as it observes:

It is not a good plan to hold meetings on consecutive nights. Going out every night grows rather monotonous and the farmers need a few nights at home between the meetings to rest. From one to probably two or three meetings per week might help. During the winter when the nights are long and farmers are not busy at work, two or three meetings per week might be held successfully.¹¹

Size of class. The data of Table XXXV present the opinions of 224 farmers, 232 teachers of agriculture and 238 secondary school principals relative to the "best size of adult farmer classes for good discussion and practice". The distribution of responses reflects the composite feeling that the class should be made up of between 15 and 20 members. Sixty-three, or 28.1 per cent, of the represented farmers, 112, or 48.2 per cent, of the participating teachers and 100, or 42.0 per cent, of the represented school administrators indicated that they felt a class of "15 members" to be most appropriate for best discussion and practice. A designation with respect to a class size of "20 members", was given by 32.1 per cent of the farmers, 20.3 per cent of the teachers and 26.9 per cent of the principals. Also noteworthy is the fact that 25.9 per cent of the participating farmers stated that they felt a class of "25 members" was most appropriate and the observation by 22.0 per cent of the teachers that a class of "less than 15 members" would be most

10 Ekstrom and McClelland, op. cit., p. 53.

11 Bulletin No. 20, op. cit., p. 23.

conducive to good discussion. The patterning of responses, by areas, followed closely the above distributions.

A survey of the literature pertaining to the size of adult classes bears out this contention.

Hamlin suggests:

There is no best class size for all adult classes. The best size depends upon the subject taught, the facilities available, the homogeneity of the group, the amount of the individual attention required, the ability of the teacher to handle large classes, and the desire of those attending. There has been a tendency at times toward classes abnormally large; occasional enrollments of 75 to 100 in a class of a certain type may be justified, but most teachers feel that their best work is done in groups of ten to thirty.¹²

Phipps supports this line of thinking as he proposes:

When the enrollment in a course is very large, it is impossible for all class members to enter the class discussion. Most instructors obtain more discussion in their courses when they keep the enrollment below 25. Special instructors, because of their lack of experience, are especially handicapped in leading discussions when the enrollment in the courses are large.

About 12 to 18 enrollees are all that can be effectively taught in a course in farm mechanics. In a food processing course 15 to 20 enrollees is a desirable number for most centers. It is desirable from the standpoint of efficiency to maintain an enrollment of at least ten in all courses.¹³

Fleenor reports:

This is an average of 35.8 persons per school, and is 6.8 persons greater than the average enrollment for all agriculture evening schools in the United States. It is seen that there is considerable variation of enrollment per school, by states, the range being from 22 to 122. While the optimum size of class may vary somewhat with conditions, it seems evident that effective teaching and supervised practice cannot reasonably be expected with a class of a hundred or more.¹⁴

12 Hamlin, op. cit., p. 285.

13 Phipps, op. cit., p. 535.

14 Fleenor, op. cit., p. 41.

TABLE XXXV

A PERCENTAGE DISTRIBUTION, BY FARMING AREAS, OF THE RESPONSES DESIGNATED BY FARMERS,
TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO THE
BEST SIZE FOR ADULT FARMER CLASSES

The best size of adult farmer classes for good discussion and practice is:															
Area	15 members			20 members			25 members			More than 25			Less than 15		
	F*	T*	P*	F	T	P	F	T	P	F	T	P	F	T	P
1	30.3	57.5	43.2	36.4	17.5	27.0	21.2	2.5	8.1	9.1	2.5	0.0	3.0	20.0	21.6
2	50.0	58.3	38.5	33.3	25.0	38.5	16.7	0.0	15.4	0.0	0.0	0.0	0.0	16.6	7.7
3	34.6	52.1	37.0	23.1	34.8	29.6	19.2	0.0	18.5	15.4	4.3	3.7	7.7	8.7	11.1
4	22.2	60.0	85.7	22.2	30.0	14.3	44.4	10.0	0.0	11.1	0.0	0.0	0.0	0.0	0.0
5	15.0	37.5	39.3	50.0	16.7	25.0	20.0	0.0	14.3	15.0	0.0	0.0	0.0	45.8	21.4
6	52.6	60.0	28.6	31.6	20.0	28.6	10.5	20.0	28.6	0.0	0.0	0.0	5.3	0.0	14.3
7	15.1	37.8	41.9	36.4	18.9	32.3	30.3	10.8	16.1	9.1	8.1	0.0	9.1	24.3	9.7
8	28.3	43.2	43.7	32.1	16.2	25.0	32.1	10.8	12.5	7.5	2.7	0.0	0.0	27.0	18.7
9	14.3	59.1	58.6	14.3	18.2	20.7	35.7	9.1	13.8	28.6	0.0	3.4	7.1	13.6	3.4
10	40.0	40.9	22.7	30.0	18.2	27.3	20.0	13.6	22.7	0.0	0.0	4.5	10.0	27.3	22.7
11	0.0	0.0	20.0	0.0	0.0	20.0	100.0	0.0	20.0	0.0	0.0	20.0	0.0	0.0	20.0
Per cent of Total	28.1	48.2	42.0	32.1	20.3	26.9	25.9	6.9	14.7	9.8	2.6	1.7	4.0	22.0	14.7
Total Number	63	112	100	72	47	64	58	16	35	22	6	4	9	51	35
Range	0-15	0-23	1-17	0-12	0-8	1-10	1-17	0-4	0-5	0-4	0-3	0-1	0-3	0-6	0-8

F* - Farmer; T* - Teacher; P* - Principal

Social and recreational activities. The data of Table XXXVI express the opinions of farmers, teachers of agriculture and secondary school principals relative to recreational activities as a part of adult farmer classes. One hundred and eighteen, or 52.7 per cent, of the 224 represented farmers, 148, or 63.8 per cent, of the 232 participating teachers and 159, or 66.8 per cent, of the 238 represented principals indicated the opinion, "recreational activities should be provided at one or more times during the course". A designation of the impression, "only at the end of the course", was reflected by 26.7 per cent of the farmers, 17.6 per cent of the teachers and 18.9 per cent of the administrators. Some incidence was reflected by the three groups of participants for the provision of recreational activities "at every meeting" and "not at all". The proportioning of responses, by farming areas, followed rather consistently the above pattern.

Wilson has this to say concerning "refreshments":

"Refreshments" was rated as "much" or "average" value by 82 per cent of the teachers. This appeared to be somewhat of an indication of the number following this practice in adult work, as well as an indication of its value.¹⁵

Fleenor substantiates this assertion as he states:

There were 183, or 35.3 per cent of the total number of teachers who reported that food was served at one or more meetings of the class. Twenty-six of these reported that food was served at all meetings of the class. There were 94 teachers who reported food was served at one meeting of the class, and in most instances, this was at the last meeting of the group.¹⁶

15 Wilson, op. cit., p. 19.

16 Fleenor, op. cit., p. 37.

TABLE XXXVI

A PERCENTAGE DISTRIBUTION, BY FARMING AREAS, OF THE RESPONSES DESIGNATED BY FARMERS,
TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO
PROVISION FOR RECREATIONAL ACTIVITIES AT ADULT FARMER MEETINGS

In my opinion, social and recreational activities (suppers, games, programs) should be provided:												
Area	At every meeting			At one or more times during the course			Only at the end of the course			Not at all		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	9.1	22.5	10.8	54.5	65.0	64.9	24.2	12.5	21.6	12.1	0.0	2.7
2	0.0	8.3	0.0	66.7	58.3	84.6	33.3	33.3	15.4	0.0	0.0	0.0
3	19.2	17.4	14.8	46.1	69.6	74.1	30.8	8.7	11.1	3.8	4.3	0.0
4	22.2	20.0	28.6	44.4	60.0	42.9	11.1	10.0	14.3	22.2	10.0	14.3
5	5.0	12.5	0.0	50.0	33.3	57.1	25.0	29.1	32.1	20.0	25.0	10.7
6	5.3	40.0	42.9	47.4	60.0	42.9	47.4	0.0	14.3	0.0	0.0	0.0
7	15.1	2.7	0.0	48.5	62.2	58.1	30.3	27.0	32.3	6.1	8.1	9.7
8	11.3	2.7	3.1	60.4	70.3	71.8	13.2	21.6	12.5	15.1	5.4	12.5
9	0.0	13.6	13.8	42.9	72.7	72.4	57.1	9.1	6.9	0.0	4.5	6.9
10	0.0	13.6	9.1	60.0	77.2	68.2	20.0	9.1	22.7	20.0	0.0	0.0
11	0.0	0.0	0.0	100.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0
Per cent of Total	10.3	12.5	8.4	52.7	63.8	66.8	26.7	17.6	18.9	10.3	6.0	5.9
Total Number	23	29	20	118	148	159	60	41	45	23	14	14
Range	0-6	0-9	0-4	1-32	0-26	3-24	0-10	0-10	0-10	0-8	0-6	0-4

Hamlin stresses the values of recreational activities as he proposes:

The social and recreational activities may actually yield as great educational results as the class work, if we view education as broadly as we should and work for educational outcomes other than improvements in farm practices. Many adults need social adjustment (the ability to live and work with others) more than they need anything else. They will not become integrated, wholesome personalities interested and effective even in farming, until these adjustments are made.

Social and recreational activities are valuable also in building favorable attitudes toward the whole school program. People are guided to a great extent by their emotions; if the total situation surrounding the adult classes is pleasant, the class work itself seems more satisfying. Since attendance upon adult classes is voluntary, these classes must be attractive if they are to exist at all.¹⁷

Phipps emphasizes caution in the use of recreational activities as he sets forth:

Recreational activities are not essential to the success of an adult farmer or a young farmer program. Care must be exercised not to have a group to attend a course just for the recreational activities. The writer is of the opinion that the best procedure is to have recreational activities on nights when instruction is not provided, although limited use of appropriate recreation or entertainment after class meetings may be desirable in some communities.¹⁸

Place to hold meeting. The data of Table XXXVII portray the opinions of the 224 farmers, 232 teachers and 238 principals represented in this study relative to "the best place to hold adult meetings". Farmer responses were weighted somewhat more heavily toward the assertion, "adult farmer classes should be held in school buildings"; 135, or 60.3 per cent, of the participating farmers indicated that they felt the meetings in the school building to be most suited to their needs. Teacher and principal

17 Hamlin, op. cit., p. 294.

18 Phipps, op. cit., p. 537.

responses indicated a weighting of 24.1 per cent and 36.1 per cent, respectively, with regard to this contention. On the other hand, teacher and principal returns were weighted rather prominently toward the opinion, "adult farmer classes should be held at a combination of the above ('in school buildings', 'at the homes of farmers in the local communities' and 'in the buildings other than farmers' homes in local communities') depending on the distances from farmers' homes to the school". Sixty-four and two tenths per cent and 53.3 per cent, respectively, of these two participating groups reflected this thinking. The responses with respect to the two other suggested opinions did not delineate sufficient incidence to indicate a decisive tendency. The proportioning of responses, by farming areas, delineated the same consistent pattern.

Fleenor supports the holding of meetings in the school building as he asserts:

The classroom of the vocational agriculture teacher is the most commonly used meeting place for the evening school. This was shown by the fact that 40 per cent of the teachers represented in this investigation designated the teacher's high-school classroom as the place of meeting.¹⁹

Ekstrom and McClelland comment on the place of the meeting in this manner:

When the adult program was in its infancy, there were those who believed that farmers could not be brought into the central school for night classes; first, because they were shy of the school environment and second, because farmers would prefer to stay "downtown" if the school happened to be located in a settlement of any size. Although experiences prior to World War II demonstrated the possibility of having farmers come to the central school, there are situations where it is advisable for the teacher to offer courses in outlying areas.²⁰

19 Fleenor, op. cit., p. 33.

20 Ekstrom and McClelland, op. cit., p. 53.

TABLE XXXVII

A PERCENTAGE DISTRIBUTION, BY FARMING AREAS, OF THE RESPONSES DESIGNATED BY FARMERS,
TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO
THE PLACE IN WHICH ADULT FARMER CLASSES SHOULD BE HELD

In my opinion, adult farmer classes should be held:												
Area	In school buildings			In homes of farmers in local communities			In other buildings in local community			Combination of schools, homes, other buildings		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	57.6	30.0	43.2	6.1	2.5	2.7	9.1	2.5	0.0	27.2	65.0	54.1
2	33.3	16.6	30.8	0.0	0.0	0.0	16.7	8.3	0.0	50.0	75.0	69.2
3	69.2	8.7	40.7	0.0	4.3	11.1	19.2	17.4	14.8	11.5	69.6	33.3
4	33.3	30.0	42.9	0.0	10.0	14.3	33.3	10.0	14.3	33.3	50.0	28.6
5	40.0	12.5	21.4	10.0	20.8	10.7	15.0	4.2	3.6	35.0	62.5	64.3
6	57.9	0.0	14.3	0.0	0.0	14.3	5.3	0.0	0.0	36.8	100.0	71.4
7	72.7	24.3	35.5	0.0	10.8	3.2	0.0	0.0	3.2	27.2	64.9	58.1
8	69.8	24.3	31.2	5.7	10.8	9.4	9.4	0.0	0.0	15.1	64.9	59.4
9	50.0	36.4	44.8	0.0	0.0	0.0	7.1	0.0	3.4	42.9	63.6	51.7
10	60.0	36.4	50.0	20.0	4.5	13.6	0.0	9.1	4.5	20.0	50.0	31.8
11	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
Per cent of Total	60.3	24.1	36.1	4.4	7.3	6.7	9.8	4.3	3.8	25.5	64.2	53.3
Total Number	135	56	86	10	17	16	22	10	9	57	149	127
Range	0-37	0-12	0-16	0-3	0-5	0-3	0-5	0-4	0-4	0-9	0-24	2-20

Consideration of the needs of the farmers in determining the "place of meeting" is stressed by Phipps as he states:

An adult course should meet at a place convenient for the enrollees, and where adequate facilities can be made available. Farmers generally prefer to meet in their own neighborhoods rather than at the high school, when suitable facilities are available in their neighborhoods. Older adult farmers will not travel many miles at night to attend a class.

Courses are frequently held in one-room schools, grange halls, country churches, and farm homes. These are splendid centers for farmers to meet and discuss their problems. They feel free to attend meetings in these centers without "dressing up" for them. If a school district is large, it is often desirable to locate courses in a number of centers in the area surrounding the high school and served by it. When but one course is held in a community, it is usually best for the meeting to be held at the high school.²¹

Assessing fees. The data of Table XXXVIII present the opinions of the 224 farmers, 232 teachers of agriculture and 238 secondary school principals participating in this study. The opinion, "fees to offset the cost of adult farmer programs would be collected only for 'extra' activities such as suppers, picnics, etc.", was reflected by 137, or 61.2 per cent, of the participating farmers, 138, or 59.5 per cent, of the represented teachers and 144, or 60.5 per cent, of the participating principals. Twenty-two and eight tenths per cent of the farmers designated the opinion, "fees to offset the cost of the adult farmer program would make me feel I had a share in the program". This assertion was indicated, also, by 10.8 per cent of the teachers and 17.3 per cent of the principal. Some incidence of responses was reflected relative to the consideration, "not be collected for any reason". It is noteworthy that the returns reflecting the opinion, "fees to offset the cost of the adult farmer program would discourage him (the farmer) from attending", received

21 Phipps, op. cit., p. 534.

relatively few indicative weightings. The above patterning was reflected rather consistently with the exception of the farmers from the "Mississippi Delta Cotton Area", the returns from which indicated a decided prominence toward the conviction that, "fees to offset the cost of adult farmer programs would make me (the farmer) feel I had a share in the program".

Ekstrom and McClelland have this to say concerning assessment of fees:

Some schools follow the practice of charging a small registration fee for enrollment in adult classes. Such a fee contributes to the payment of incidental expenses, but more important, impresses the class members that they have an investment in the course and consequently an obligation to attend class meetings.²²

Hamlin suggests:

Adult classes in agriculture have ordinarily been free of tuition. Some schools have charged fees, ordinarily ranging from \$1.00 to \$3.00 a year. These fees have been justified as means of causing students to expect more and demand more from the courses and of stimulating regular attendance. Occasionally it is provided that a certain amount of the fee will be remitted at the end of the course for each meeting attended, so that a student in perfect attendance has all of his fee remitted. It is sometimes desirable to have a fund, raised by fees, to pay for items for which a board of education hesitates to use public funds.²³

Phipps proposes assessment of fees for "special occasions" as he states:

Even though it is undesirable, teachers should remember that it is possible to finance an adult program with tuition fees if no other sources of money are available. Some teachers believe a small fee to cover such expenses as postage and refreshments is desirable.²⁴

22 Ekstrom and McClelland, op. cit., p. 50.

23 Hamlin, op. cit., p. 277.

24 Phipps, op. cit., p. 536.

TABLE XXVIII

A PERCENTAGE DISTRIBUTION, BY FARMING AREAS, OF THE RESPONSES DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO THE COLLECTION OF "FEES" TO OFFSET THE COSTS OF ADULT FARMER CLASSES

Fees to offset the cost of the adult farmer program would:												
Area	Make the farmer feel he shared in program			Discourage him from attending			Be collected only for "extra" activities			Not be collected for any reason		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	21.2	12.5	13.5	0.0	5.0	8.1	63.6	57.5	70.3	15.1	25.0	8.1
2	16.7	16.6	0.0	0.0	8.3	7.7	83.3	50.0	61.5	0.0	25.0	30.8
3	23.1	8.7	7.4	3.8	13.0	3.7	57.6	73.9	77.8	15.4	4.3	11.1
4	11.1	10.0	42.9	0.0	10.0	14.3	77.8	40.0	28.6	11.1	40.0	14.3
5	25.0	8.3	14.3	0.0	4.2	3.6	65.0	33.3	57.1	10.0	54.2	25.0
6	5.3	40.0	57.1	0.0	0.0	0.0	73.7	40.0	28.6	21.0	20.0	14.3
7	48.5	5.4	19.4	6.1	10.8	6.4	36.4	56.8	48.4	9.1	27.0	25.8
8	15.1	5.4	15.6	3.8	5.4	12.5	67.9	70.3	62.5	13.2	18.9	9.4
9	21.4	18.2	24.1	0.0	9.1	10.3	64.3	63.6	51.7	14.3	9.1	13.8
10	30.0	13.6	18.2	10.0	9.1	9.1	50.0	77.2	68.2	10.0	0.0	4.5
11	0.0	0.0	20.0	100.0	0.0	0.0	0.0	0.0	80.0	0.0	0.0	0.0
Per cent of Total	22.8	10.8	17.3	3.1	7.7	7.5	61.2	59.5	60.5	12.9	22.0	14.7
Total Number	51	25	41	7	18	18	137	138	144	29	51	35
Range	0-16	0-5	0-7	0-2	0-3	0-4	0-36	0-26	2-26	0-7	0-13	0-8

Arrangements for transportation. The data of Table XXXIX reflect the opinions of 224 farmers, 232 teachers of agriculture and 238 principals relative to the "means of transportation to and from adult farmer classes". One hundred and six, or 47.3 per cent, of the participating farmers, 126, or 54.3 per cent, of the represented teachers and 134, or 56.2 per cent, of the participating principals indicated an opinion with respect to the assertion, "an effort should be made to trade rides between the individual farmers". The opinion, "each farmer should be encouraged to provide his own ride", was supported by 26.7 per cent, 25.4 per cent and 28.6 per cent, respectively. Farmer responses reflected some incidence with respect to "furnishing school bus service"; 33, or 14.8 per cent, of the represented farmers delineated that opinion. Some incidence of responses from all three participating groups was noted, also, with regard to the assertion, "classes should be held within walking distance of a small group of farmers"; this feeling found support particularly with the teachers of the "Cut-Over Flatwoods" and "Central Louisiana Mixed Farming" Areas.

The factor of transportation was included in this study since personal interviews with farmers and teachers of vocational agriculture in Louisiana had indicated that adult farmer class members experience difficulties getting to and from the meeting place. However, the data of Table C (see Appendix D) indicate that 187, or 83.4 per cent, of the farmers participating in this study have automobiles or trucks.

No definite recommendation relative to transportation was revealed in the survey of literature. Wright and Allen do have this to say concerning transportation: "It is obvious that a vocational school will

TABLE XXXIX

A PERCENTAGE DISTRIBUTION, BY FARMING AREAS, OF THE RESPONSES DESIGNATED BY FARMERS,
TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO
THE MEANS OF TRANSPORTATION TO AND FROM ADULT FARMER CLASSES

With regard to transportation, efforts should be made to:												
Area	Trade rides between individual farmers			Furnish school bus service			Encourage each farmer to provide own ride			Hold classes within walking distance		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	42.4	50.0	62.2	21.2	5.0	0.0	21.2	30.0	24.3	15.1	15.0	13.5
2	33.3	66.7	46.1	16.7	8.3	15.4	50.0	16.6	30.8	0.0	8.3	7.7
3	34.6	52.1	48.1	15.4	4.3	3.7	50.0	30.4	33.3	0.0	13.0	14.8
4	44.4	20.0	57.1	11.1	10.0	14.3	44.4	30.0	28.6	0.0	40.0	0.0
5	55.0	50.0	60.7	5.0	0.0	3.6	25.0	33.3	28.5	15.0	16.7	7.1
6	36.8	40.0	57.1	10.5	0.0	14.3	47.4	60.0	28.6	5.3	0.0	0.0
7	48.5	64.9	61.3	24.2	5.4	6.4	18.2	16.2	25.8	9.1	13.5	6.4
8	50.9	40.5	46.9	11.3	0.0	3.1	20.8	24.3	34.4	16.9	35.1	15.6
9	64.3	77.2	58.6	14.3	0.0	20.7	0.0	18.2	20.7	21.4	4.5	0.0
10	60.0	63.6	54.5	10.0	4.5	9.1	20.0	22.7	36.4	10.0	9.1	0.0
11	100.0	0.0	80.0	0.0	0.0	0.0	0.0	0.0	20.0	0.0	0.0	0.0
Per cent of Total	47.3	54.3	56.2	14.8	3.5	7.1	26.7	25.4	28.6	11.2	16.8	8.0
Total Number	106	126	134	33	8	17	60	59	68	25	39	19
Range	1-27	0-20	4-23	0-8	0-2	0-6	0-13	0-12	1-11	0-9	0-13	0-5

be of service in proportion as it is easily accessible to those groups which it is intended to serve."²⁵

Bringing new members to the group. The data of Table XL delineates the opinions of the 224 farmers, 232 teachers of agriculture and 238 secondary school principals participating in this study relative to the inquiry, "the person or persons responsible for bringing new members into the group". Ninety-seven, or 43.3 per cent, of the participating farmers, 163, or 70.2 per cent of the represented teachers and 149, or 62.6 per cent of the participating administrators reflected the opinion, "new members should be brought into the class by all persons interested in the success of the program including the boys in the all-day classes". The opinion, "new members should be brought in by all the members of the class", was supported by 27.6 per cent of the farmers, 13.8 per cent of the teachers, and 18.5 per cent of the principals. Some incidence was also reflected with regard to the assertion, "new members should be brought in by a group of farmers selected from the class". The proportioning, by farming areas, of responses from all three represented groups followed consistently the distribution described above.

The Georgia Bulletin Number 20 stresses the responsibilities of the teacher of agriculture as it states:

Recruiting the group as well as other phases of the evening class program will have to be done largely through personal efforts of the instructor. However, after all preliminary work as stated above, has been done, there are certain agencies that may be enlisted which will probably contribute to the success of recruiting and organizing the class. The county agent, civic clubs, literary

25 J. C. Wright and Charles R. Allen, The Administration of Vocational Education of Less Than College Grades (New York: John Wiley and Sons, Inc., 1926), p. 115.

teachers, and all-day agriculture students are often helpful in getting farmers to attend class.²⁶

Wilson suggests the following means of recruiting the group:

"Ranked by teachers as being most helpful were the items 'Visit by instructor', followed by 'Post cards from instructor', 'Letters from instructor' and 'High school agriculture class and F.F.A. contacts'."²⁷

Bulletin No. 89 proposes the following methods of recruiting enrollment:

(1) Personal visits.

(2) The card system of enrollment whereby all interested persons in the town asked farmers to sign an enrollment card.

(3) The finding course which is a planning course to plan later programs.

(4) Advertising.²⁸

Cook summarizes the soliciting of enrollment as he sets forth:

(1) Personal solicitation should be used as far as possible. (This is the best method of use).

(2) The all-day students should tell their parents and neighbors.

(3) Telephone calls are valuable when personal solicitation is impossible.

(4) The members of the evening class should encourage their neighbors to attend.

(5) The secretary should call prospective people in the community before each meeting.

(6) Posters advertising the work may be made by the students and placed in store windows.

(7) Newspaper articles may be written explaining the courses.

26 Georgia Bulletin No. 20, op. cit., p. 12.

27 Wilson, op. cit., p. 15.

28 Bulletin No. 89, op. cit., pp. 5-9.

TABLE XL

A PERCENTAGE DISTRIBUTION, BY FARMING AREAS, OF THE RESPONSES DESIGNATED BY FARMERS,
TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO
RECRUITING NEW MEMBERS TO ADULT FARMER GROUPS

New members should be brought into the adult farmer classes by:																
Area	The teacher			Group of farmers from class			All members of the class			School board or school principal			All interested persons			
	F*	T*	P*	F	T	P	F	T	P	F	T	P	F	T	P	
1	3.0	2.5	2.7	12.1	7.5	16.2	39.4	10.0	18.9	6.1	0.0	0.0	39.4	80.0	62.2	
2	0.0	0.0	0.0	33.3	0.0	7.7	33.3	25.0	23.1	0.0	0.0	0.0	33.3	75.0	69.2	
3	3.8	4.3	3.7	11.5	8.7	14.8	34.6	17.4	18.5	3.8	0.0	0.0	46.1	69.6	62.9	
4	0.0	10.0	0.0	44.4	20.0	14.3	0.0	0.0	14.3	0.0	0.0	0.0	55.6	70.0	71.4	
5	5.0	8.3	0.0	20.0	8.3	10.7	25.0	16.7	25.0	0.0	0.0	3.6	50.0	66.7	60.7	
6	5.3	0.0	0.0	15.8	0.0	14.3	31.6	20.0	42.9	0.0	0.0	0.0	47.4	80.0	42.9	
7	12.1	0.0	0.0	9.1	18.9	16.1	33.3	16.2	3.2	3.0	0.0	6.4	42.4	64.9	74.2	
8	11.3	0.0	6.2	20.8	16.2	15.6	22.6	10.8	21.9	5.7	2.7	0.0	39.6	70.3	56.4	
9	7.1	4.5	3.4	35.7	18.2	10.3	21.4	18.2	10.3	0.0	0.0	3.4	35.7	59.1	72.4	
10	0.0	4.5	4.5	20.0	9.1	18.2	10.0	9.1	27.3	10.0	4.5	0.0	60.0	72.7	50.0	
11	0.0	0.0	0.0	100.0	0.0	40.0	0.0	0.0	20.0	0.0	0.0	0.0	0.0	0.0	40.0	
Per cent of Total	6.7	3.1	2.5	18.8	12.0	14.7	27.6	13.8	18.5	3.5	0.9	1.7	43.3	70.2	62.6	
Total Number	15	7	6	42	28	35	62	32	44	8	2	4	97	163	149	
Range	0-6	0-1	0-1	1-11	0-7	1-5	0-13	0-4	1-7	0-3	0-1	0-2	0-21	0-32	2-23	

F* - Farmer; T* - Teacher; P* - Principal

- (8) A short account may be put in the paper after each meeting.
- (9) Cards or circulars may be sent to prospective members.
- (10) Outside speakers may be obtained, such as an Agriculture Specialist.
- (11) Demonstrations of some phase of the course may be given by students of the all-day department.
- (12) Former evening students may cooperate in explaining the work to others.
- (13) Farmers may be notified through the rural schools.²⁹

Officers for adult classes. The data of Table XLI reflect the opinions of farmers, teachers of agriculture and principals relative to the "selection of officers for adult farmer classes". Of the 224 farmers, 232 teachers and 238 principals participating in this study, 151, or 67.4 per cent, of the farmers, 189, or 81.4 per cent, of the teachers and 193, or 81.1 per cent, of the principals reflected the opinion that, "a chairman and secretary (as well as any other officers thought necessary) should be elected by members of the class". the assertion, "the teacher should act as chairman", garnered support from 22.3 per cent of the tillers of the soil, 14.2 per cent of the agricultural teachers and 12.2 per cent of the principals. The reflections of opinions relative to "be appointed by the teacher" and "be appointed by the advisory council" were negligible. The proportioning of responses from all three participating groups was relatively consistent throughout the 11 major farming areas.

Fleenor comments on the selection of officers as he states:

In reply to the following question, "Was there a formal organization of the group with officers?", only 21 per cent, or 109, of the teachers answered in the affirmative. In Tennessee, 72.5 per

29 Cook, op. cit., p. 422.

TABLE XLI

A PERCENTAGE DISTRIBUTION, BY FARMING AREAS, OF THE RESPONSES DESIGNATED BY FARMERS,
TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO
THE SELECTION OF OFFICERS FOR ADULT FARMER CLASSES

A chairman and secretary (as well as any other officers thought necessary) should:												
Area	Be elected by the members			Be appointed by the teacher			Be appointed by the advisory council			The teacher should act as chairman		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	72.7	85.0	86.5	6.1	0.0	0.0	0.0	10.0	5.4	21.2	5.0	8.1
2	100.0	75.0	76.9	0.0	0.0	0.0	0.0	0.0	15.4	0.0	25.0	7.7
3	61.5	78.2	92.6	7.7	0.0	0.0	3.8	8.7	3.7	26.9	13.0	3.7
4	66.7	90.0	42.9	0.0	0.0	14.3	11.1	0.0	14.3	22.2	10.0	28.6
5	65.0	79.2	60.7	5.0	0.0	0.0	10.0	0.0	14.3	20.0	20.8	25.0
6	68.4	80.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	31.6	20.0	0.0
7	72.7	72.9	87.1	0.0	5.4	0.0	9.1	2.7	0.0	18.2	18.9	12.9
8	64.1	81.1	71.8	13.2	0.0	0.0	5.7	2.7	0.0	16.9	16.2	28.1
9	57.1	100.0	86.2	0.0	0.0	6.9	7.1	0.0	3.4	35.7	0.0	3.4
10	70.0	77.2	86.4	0.0	0.0	9.1	0.0	0.0	0.0	30.0	22.7	4.5
11	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0
Per cent of Total	67.4	81.4	81.1	5.3	0.9	2.2	4.9	3.5	4.6	22.3	14.2	12.2
Total Number	151	189	193	12	2	5	11	8	11	50	33	29
Range	0-24	0-34	3-32	0-7	0-2	0-2	0-3	0-4	0-2	0-9	0-7	0-9

cent of the total number of the teachers reported following this practice. In no other state was the percentage higher than 25 per cent. It can be said, then, that evening schools are not commonly organized with group officers.³⁰

Schmidt and Ross suggest:

In evening classes in which the conference procedure prevails it is an excellent idea--in fact, almost a necessity--to have a secretary who will take notes of the problems presented by the group . . . one of the "key" farmers, or some other member of the group competent for this kind of work should be selected to act as chairman. In these cases where an outside man is employed to conduct the meetings, the local teacher acts as chairman.³¹

Selection of the group on the basis of the type of farm operated.

The data of Table XLII present the opinions of 224 farmers, 232 teachers of agriculture and 238 secondary school principals relative to the "selection of the members of the adult farmer class on the basis of the type of farm operated". One hundred and sixty-four, or 73.2 per cent, of the participating farmers, 101, or 43.5 per cent, of the represented teachers and 108, or 45.4 per cent, of the represented principals reflected an opinion in support of the assertion, "the class should be organized on a 'come one, come all' basis regardless of the type of farm operated". Twenty-six and seven tenths per cent of the farmers, 56.5 per cent of the teachers of agriculture and 54.6 per cent of the principals designated agreement with the reflection, "the class should be organized as a small, carefully selected group on the basis of farming practices used on the home farm". Farmer responses were consistently weighted toward the first consideration. Responses from both teachers and principals from the

30 Fleenor, op. cit., p. 34.

31 Schmidt and Ross, op. cit., p. 88.

TABLE XLII

A PERCENTAGE DISTRIBUTION, BY FARMING AREAS, OF THE RESPONSES DESIGNATED BY FARMERS,
TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO THE
SELECTION OF THE GROUP ON THE BASIS OF THE TYPE OF FARM OPERATED

The class should be organized:						
Area	On a "come one, come all" basis			As a small, carefully selected group		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	87.9	45.0	45.9	12.1	55.0	54.1
2	83.3	75.0	53.8	16.7	25.0	46.1
3	61.5	47.8	48.1	38.4	52.1	51.8
4	88.9	70.0	71.4	11.1	30.0	28.6
5	75.0	12.5	42.9	25.0	87.5	57.1
6	68.4	40.0	28.6	31.6	60.0	71.4
7	69.6	51.4	61.3	30.3	48.6	38.7
8	71.7	35.1	21.9	28.3	64.9	78.1
9	64.3	27.3	48.3	35.7	72.7	51.7
10	80.0	59.1	40.9	20.0	40.9	59.1
11	0.0	0.0	60.0	100.0	0.0	40.0
Per cent of Total	73.2	43.5	45.4	26.7	56.5	54.6
Total Number	164	101	108	60	131	130
Range	0-38	0-19	2-19	1-15	0-24	2-25

"Central Louisiana Over-Pine Area" and "Cut-Over Flatwoods Area", principal returns from the "Mississippi Delta Cotton Area" and teacher reflections from the "East Louisiana Dairy, Cotton and Strawberry Area" indicated a decided weighting of the "come one, come all" conviction; teacher and principal responses from the other areas tended more heavily toward the idea of a "selected group".

Bulletin No. 89 has this to say about the homogeneity of the group in relationship to their home farm situations:

In considering the pupils who may make up an evening agricultural school class we need to know their aims or why they should come to an evening school, the time which they have available for the work, for what periods they can attend, how they may be grouped for instruction, and ways and means for getting the group together for instruction.³²

Ekstrom and McClelland amplify this contention somewhat as they state: "The writer is of the opinion that a course should be confined to a specific unit and that an enrollment should be solicited which is directly interested in the unit under consideration."³³

Characteristics of the group. The data of Table XLIII present the opinions of 224 farmers, 232 teachers of agriculture and 238 secondary school administrators relative to the "characteristics of the group making up adult farmer classes". The participants were requested to reflect an opinion with respect to the two alternatives presented. The first option stated, "the class should be organized of farmers who are about the same age and who have similar interests and farming backgrounds"; the second proposed, "age, interests and farming background

32 Bulletin No. 89, op. cit., p. 5.

33 Ekstrom and McClelland, op. cit., p. 49.

would not matter in making up the class". The participating farmers assigned a somewhat more prominent weighting to the second consideration. One hundred and fifty-six, or 69.6 per cent, of the farmers stated that they felt the "age, interest and farming background did not matter". Teacher responses, on the other hand, assigned somewhat more prominence to the initial option; 135, or 58.2 per cent, of the participating teachers reflected that opinion. The proportioning of principal assertions demonstrated a slight weighting toward the consideration that "age, interest and farming background were not of great importance in making up the adult class". Principal returns from the "Brown Loam Mixed Farming", "Central Louisiana Mixed Farming", "Sugar Cane" and "New Orleans Dairy, Truck and Fruit" Areas, however, tended toward the initial option. Exceptions to the predominant teacher opinion were noted from the "North Louisiana Upland Cotton Area", "Red River Delta Cotton Area" and "Brown Loam Mixed Farming Area".

Peterson comments on the characteristics of the group as he states:

To have lots of success with a group, it should contain individuals who have need for the same type of instruction and who have similar interests, aptitudes, characteristics, and spirit of cooperation in their desire to improve their status as farmers.³⁴

Bulletin No. 89 makes this observation:

The characteristics of the group refer to the nationality, general education, age, experience, appreciation, attitude, practical ability, etc. of the individual comprising it. In general, an evening class in agriculture is made up of practical farmers, fairly mature, and having considerable practical experience and ability, together with a fairly broad apperceptive basis for learning. Variations due to nationality, age, lack of experience, or other factors should always be considered in choosing methods of instruction.³⁵

³⁴ Peterson, op. cit., p. 57.

³⁵ Bulletin No. 89, op. cit., p. 17.

TABLE XLIII

A PERCENTAGE DISTRIBUTION, BY FARMING AREAS, OF THE RESPONSES DESIGNATED BY FARMERS,
TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO THE
CHARACTERISTICS OF THE GROUP FOR ADULT FARMER CLASSES

Adult farmer classes should be organized:						
Area	Of farmers of about the same age, interests and farming background			Age, interests and farming background would not matter in making up the class		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	24.2	47.5	48.6	75.7	52.5	51.4
2	16.7	50.0	38.5	83.3	50.0	61.5
3	34.6	43.5	40.7	65.4	56.5	59.3
4	11.1	60.0	28.6	88.9	40.0	71.4
5	35.0	79.2	46.4	65.0	20.8	53.5
6	36.8	40.0	57.1	63.2	60.0	42.9
7	42.4	70.3	45.2	57.6	29.7	54.8
8	28.3	51.4	53.1	76.7	48.6	46.9
9	21.4	68.2	55.2	78.6	31.8	44.8
10	20.0	59.1	50.0	80.0	40.9	50.0
11	100.0	0.0	60.0	0.0	0.0	40.0
Per cent of Total	30.4	58.2	47.9	69.6	41.8	52.1
Total Number	68	135	114	156	97	124
Range	1-15	0-26	2-18	0-38	0-21	2-19

Selection of an advisory council. The data of Table XLIV portray the opinions of the 224 farmers, 232 teachers and 238 principals participating in this study relative to the statement, "A well organized program of adult farmer classes would utilize a selected group of farmers and local agricultural leaders as an advisory council for the program." A "Very Important" appraisal was reflected by 91, or 40.6 per cent, of the participating farmers, 133, or 57.3 per cent, of the represented teachers and 128, or 53.8 per cent, of the participating administrators. One hundred and seventeen, or 52.2 per cent, of the farmers, 89, or 38.4 per cent, of the teachers and 101, or 42.4 per cent, of the principals evaluated the item as "Important" to the organization of a workable adult farmer program. The incidence of "Unimportant" rankings was slight. As indicated above, the proportioning of farmer responses tended toward the "Important" consideration; exceptions were noted from the "North Louisiana Upland Cotton Area", the "Cut-Over Flatwoods Area" and the "East Louisiana Cotton, Dairy and Strawberry Area", the returns from which indicated a tendency toward a "Very Important" rating. Teacher and principal responses tended toward the "Very Important" appraisal with the exceptions that both teacher and principal returns from the "Louisiana Rice Area", teacher responses from the "Central Louisiana Mixed Farming Area" and principal returns from the "Cut-Over Flatwoods Area" leaned somewhat toward the "Important" evaluation.

Hamlin has this to say pertaining to the advisory council:

An advisory committee made up of class members has been found almost indispensable in conducting an adult class. Such a committee acts as sponsor of the course. It enrolls the class membership. It helps to plan the course. It advises the teacher of class reactions and assists in evaluating outcomes. It may be responsible for

special events, for checking attendance, and for various other class chores.³⁶

Grey suggests the following advantages of an advisory council:

- (1) It aids in promoting vocational agriculture in the community.
- (2) It assists in the continuation of vocational agriculture--the teacher may hear commendations or criticisms and adjust his program accordingly.
- (3) It assists in solution of problems too large for the instructor.
- (4) It aids in spotting problems in the community pertaining to vocational agriculture.
- (5) It aids in spotting students for young farmer and adult classes.
- (6) It helps in setting up a course of study for all vocational teaching.
- (7) It aids in securing specialists in helping with the teaching, especially in adult education.
- (8) It is very helpful when arranging social and recreational activities to supplement the class work in adult training.
- (9) The council helps plan tours for the different classes along educational lines.
- (10) It assists in planning and carrying out measures to improve the teaching of all phases of vocational agriculture.
- (11) It might assist in raising and spending funds, and often times helps produce much needed equipment for the department.
- (12) It is a wonderful means for support and direction for Future Farmers of America work.
- (13) It assists in securing an increase in salary for the vocational agriculture instructor.³⁷

³⁶ Hamlin, op. cit., p. 283.

³⁷ Paul Grey, "Using Local Leadership to Strengthen Agricultural Education," Agricultural Education Magazine, 24:77, No. 4, October, 1951.

TABLE XLIV

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "A WELL ORGANIZED PROGRAM OF ADULT FARMER CLASSES WOULD UTILIZE A SELECTED GROUP OF FARMERS AND LOCAL AGRICULTURAL LEADERS AS AN ADVISORY COUNCIL FOR THE PROGRAM" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	54.5	62.5	54.1	42.4	35.0	45.9	3.0	2.5	0.0
2	50.0	41.6	76.9	50.0	58.3	15.4	0.0	0.0	7.7
3	38.4	73.9	59.3	61.5	21.7	40.7	0.0	4.3	0.0
4	55.6	70.0	28.6	33.3	20.0	57.1	11.1	10.0	14.3
5	20.0	37.5	42.9	75.0	50.0	57.1	5.0	12.5	0.0
6	47.4	100.0	57.1	52.6	0.0	42.9	0.0	0.0	0.0
7	45.5	70.3	58.1	42.4	24.3	35.5	12.1	5.4	6.4
8	30.2	32.4	46.9	56.6	64.9	43.7	13.2	2.7	9.4
9	42.9	63.6	48.3	50.0	31.8	44.8	7.1	4.5	6.9
10	50.0	59.1	59.1	40.0	40.9	40.9	10.0	0.0	0.0
11	0.0	0.0	80.0	100.0	0.0	20.0	0.0	0.0	0.0
Per cent of Total	40.6	57.3	53.8	52.2	38.4	42.4	7.1	4.3	3.8
Total Number	91	133	128	117	89	101	16	10	9
Range	0-18	0-26	2-20	1-30	0-24	1-17	0-4	0-3	0-3

Joint meetings of men and women. The data of Table XLV present the opinions of 224 farmers, 232 teachers and 238 principals relative to the assertion, "A well organized program of adult farmer classes would utilize joint meetings of Vocational Agriculture (Men) and Home Economics (Women)." An "Important" evaluation of this item was assigned by 113, or 50.4 per cent, of the participating farmers, 127, or 54.8 per cent, of the represented teachers and 129, or 54.2 per cent, of the principals participating in the study. An appraisal of "Unimportant" was reflected by 33.0 per cent, 24.1 per cent and 22.7 per cent, respectively. The incidence of "Very Important" reckonings equaled approximately the "Unimportant" evaluations with the exception that the farmers leaned somewhat more heavily toward the latter assignment. The patterning of responses delineated above was relatively consistent throughout the 11 major farming areas with the exception that the teacher returns from the "Central Louisiana Over-Pine Area" weighted the "Very Important" consideration more heavily and that both the teachers and farmers of the "Louisiana Rice Area" demonstrated a predominance in the "Unimportant" classification.

Ekstrom and McClelland support this thought as they suggest: "Parallel classes for men and women are conducted by the agriculture and home economics teachers, and the two groups meet for a short period before going to their classes."³⁸

Umstatted affirms this contention as he says: "The course should be given by the local teacher of vocational agriculture and should be

³⁸ Ekstrom and McClelland, op. cit., p. 133.

TABLE XLV

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "A WELL ORGANIZED PROGRAM OF ADULT FARMER CLASSES WOULD UTILIZE JOINT MEETINGS OF VOCATIONAL AGRICULTURE (MEN) AND HOME ECONOMICS (WOMEN) CLASSES" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Distribution by Percentages									
Area	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	18.2	32.5	21.6	63.6	52.5	59.5	18.2	15.0	18.9
2	0.0	41.6	15.4	50.0	58.3	69.2	50.0	0.0	15.4
3	15.4	26.1	25.9	57.6	65.2	62.9	26.9	8.7	11.1
4	11.1	20.0	14.3	77.8	70.0	71.4	11.1	10.0	14.3
5	10.0	4.2	25.0	35.0	41.6	57.1	55.0	54.2	17.8
6	21.0	40.0	57.1	52.6	40.0	0.0	26.3	20.0	42.9
7	21.2	13.5	22.6	39.4	56.8	58.1	39.4	29.7	19.4
8	13.2	21.6	15.6	49.1	51.4	53.1	37.7	27.0	31.2
9	14.3	13.6	24.1	57.1	59.1	41.3	28.6	27.3	34.5
10	30.0	18.2	22.7	30.0	54.5	54.5	40.0	27.3	22.7
11	100.0	0.0	40.0	0.0	0.0	20.0	0.0	0.0	40.0
Per cent of Total	16.5	21.1	23.1	50.4	54.8	54.2	33.0	24.1	22.7
Total Number	37	49	55	113	127	129	74	56	54
Range	0-7	0-13	1-8	0-26	0-21	0-22	0-20	0-16	1-10

especially offered for adult farmers, both men and women, during the farmer's dull season."³⁹

Frequent community surveys. The reactions of 224 farmers, 232 teachers of agriculture and 238 secondary school principals relative to the statement, "A well organized program of adult farmer classes would utilise frequent surveys of the agricultural resources (both human and natural) of the community," is presented by the data of Table XLVI. One hundred and forty-two, or 63.4 per cent, of the represented farmers, 142, or 61.2 per cent, of the participating teachers and 141, or 59.2 per cent, of the principals represented in the study reflected an appraisal of "Important". A "Very Important" evaluation was assigned by 27.2 per cent, 28.9 per cent and 35.7 per cent, respectively. A slight incidence of "Unimportant" weightings was noted. The proportioning of responses, by farming areas, followed consistently the above pattern with the exceptions that both the farmer and principal returns from the "Cut-Over Flatwoods Area" and the principal responses from the "New Orleans Dairy, Truck and Fruit Area" reflected a tendency toward the "Very Important" assignments.

Fleenor substantiates this assertion as he states:

In reply to the following question, "Did you make a definite farm or enterprise survey before organizing your evening school?", 378, or 72.8 per cent of the total number of teachers answered "Yes", while 27.2 per cent answered "No". A study of the data, by states, revealed that the practice of making farm or enterprise surveys was followed by only 50 per cent of the teachers in Colorado and by only 43 per cent of the teachers in Missouri. All other states were above 70 per cent in this respect.⁴⁰

³⁹ James Greenleaf Umstattd, "The Short Course in Vocational Agriculture," (unpublished Master's thesis, University of Missouri, Columbia, 1924), p. 100.

⁴⁰ Fleenor, op. cit., p. 30.

TABLE XLVI

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "A WELL ORGANIZED PROGRAM OF ADULT FARMER CLASSES WOULD UTILIZE FREQUENT SURVEYS OF THE AGRICULTURAL RESOURCES (BOTH HUMAN AND NATURAL) OF THE COMMUNITY" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	36.4	35.0	37.8	57.6	47.5	54.1	6.1	17.5	8.1
2	33.3	16.6	23.1	50.0	83.3	76.9	16.7	0.0	0.0
3	15.4	47.8	37.0	76.9	47.8	62.9	7.7	4.3	0.0
4	55.6	40.0	57.1	33.3	50.0	28.6	11.1	10.0	14.3
5	30.0	25.0	35.7	65.0	70.8	60.7	5.0	4.2	3.6
6	31.6	40.0	42.9	52.6	40.0	42.9	15.8	20.0	14.3
7	27.2	24.3	38.7	63.6	62.2	61.3	9.1	13.5	0.0
8	15.1	10.8	15.6	75.5	75.7	75.0	9.4	13.5	9.4
9	42.9	40.9	44.8	42.9	54.5	48.3	14.3	4.5	6.9
10	30.0	27.3	36.4	60.0	68.2	59.1	10.0	4.5	4.5
11	0.0	0.0	60.0	100.0	0.0	40.0	0.0	0.0	0.0
Per cent of Total	27.2	28.9	35.7	63.4	61.2	59.2	9.4	9.9	5.0
Total Number	61	67	85	142	142	141	21	23	12
Range	0-12	0-14	3-13	1-40	0-28	2-24	0-5	0-5	0-3

Smith affirms this contention as he lists the advantages of a community survey:

The survey acquaints the agriculture instructor with his community; a survey, taken every four or five years, enables the agriculture instructor to ascertain the results of improved practices and serves as a fairly reliable measure of the results of teaching agriculture in the community. The data secured by the community survey improves the teaching of the instructor. The survey aids in course instruction; and the survey gives valuable data for use in evening classes.⁴¹

Newspaper Publicity. The data of Table XLVII present the opinions of the participating groups relative to the statement, "A well organized program of adult farmer classes would utilize frequent articles in the local newspapers (or newspaper most commonly read in the community)." Of the 224 farmers, 232 teachers and 238 principals participating in this study, 129, or 57.6 per cent, of the farmers, 136, or 58.6 per cent, of the teachers and 146, or 61.3 per cent, of the principals, assigned an "Important" weighting to the item. A "Very Important" evaluation was given by 62, or 27.6 per cent, of the represented farmers, 79, or 34.1 per cent, of the participating teachers and 78, or 32.8 per cent, of the represented secondary school principals. Some incidence of "Unimportant" reckonings was also noted. The patterning of responses followed consistently the above proportioning with the exceptions that both farmer and teacher returns from the "Central Louisiana Over-Pine Area", teacher responses from the "Red River Delta Cotton Area" and "Cut-Over Flatwoods Area" and principal returns from the "Brown Loam Mixed Farming Area" demonstrated a weighting toward the "Very Important" appraisal.

⁴¹ Ernest Glenwood Smith, "The Farm Survey and Its Use in Teaching Vocational Agriculture in Virginia High Schools," (unpublished Master's thesis, Virginia Polytechnic Institute, Blacksburg, 1925).

TABLE XLVII

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "A WELL ORGANIZED PROGRAM OF ADULT FARMER CLASSES WOULD UTILIZE FREQUENT ARTICLES IN THE LOCAL NEWSPAPERS (OR NEWSPAPER MOST COMMONLY READ IN THE COMMUNITY) AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	30.3	32.5	32.4	51.5	65.0	64.9	18.2	2.5	2.7
2	50.0	58.3	15.4	33.3	41.6	84.6	16.7	0.0	0.0
3	34.6	65.2	40.7	53.9	34.8	55.5	11.5	0.0	3.7
4	11.1	60.0	42.9	66.7	40.0	57.1	22.2	0.0	0.0
5	25.0	20.8	21.4	60.0	54.2	64.3	15.0	25.0	14.3
6	26.3	40.0	42.9	52.6	60.0	28.6	21.0	0.0	28.6
7	30.3	29.7	32.3	63.6	64.9	61.3	6.1	5.4	6.4
8	20.8	16.2	21.9	62.3	64.9	75.0	16.9	18.9	3.1
9	42.9	36.4	48.3	50.0	59.1	44.8	7.1	4.5	6.9
10	20.0	27.3	40.9	60.0	72.7	59.1	20.0	0.0	0.0
11	0.0	0.0	20.0	100.0	0.0	60.0	0.0	0.0	20.0
Per cent of Total	27.6	34.1	32.8	57.6	58.6	61.3	14.8	7.3	5.9
Total Number	62	79	78	129	136	146	33	17	14
Range	0-11	0-15	1-12	1-33	0-26	2-24	0-9	0-7	0-2

Ekstrom and McClelland emphasize the importance of newspaper articles as they suggest:

The importance of the local newspapers should not be overlooked, since the support of the editor is essential to the work of the teacher because readers are interested in local happenings. In the use of the newspaper, general articles should be run well in advance of a course, indicating the unit to be offered and the general plans being developed for the course by the teacher and the advisory committee. Additional articles should be prepared stating the time and place of the meetings prior to the opening of the course. Also a brief report may follow each meeting of the class, including announcements of plans for the ensuing lesson.⁴²

Fleenor stresses this point as he observes:

There were 485, or 93.6 per cent, of the total number of teachers who reported newspaper publicity in connection with their evening school programs. Seventy-seven per cent of the teachers reported that publicity was used prior to the first meeting. There were 458, or 86.5 per cent, of the total number of teachers who reported that newspaper publicity was given during the course. It is seen that 337, or 65.1 per cent, of the total number of teachers replied that newspaper publicity was given before, during, and at the close of their evening school.⁴³

Presentation of certificates. The data of Table XLVIII delineate the opinions of the 224 farmers, 232 teachers and 238 principals of secondary schools participating in this study relative to the assertion, "A well organized program of adult farmer classes would utilize diplomas showing the lessons completed presented at the end of the course." One hundred and eight, or 48.2 per cent, of the participating farmers, 106, or 45.7 per cent, of the represented teachers and 126, or 53.0 per cent, of the participating principals reflected an appraisal of "Important" for this item. An "Unimportant" appraisal was presented by 31.7 per cent of the farmers, 43.5 per cent of the teachers and 32.3 per cent of the school

⁴² Ekstrom and McClelland, op. cit., p. 48.

⁴³ Fleenor, op. cit., p. 50.

administrators. Some incidence of responses was noted in the "Very Important" classification. The proportioning of responses was relatively constant by farming areas. However, teacher responses from the "Louisiana Rice Area", "Central Louisiana Mixed Farming Area" and "East Louisiana Cotton, Dairy and Strawberry Area" and principal returns from the "Mississippi Delta Cotton Area" reflected a weighting toward the "Unimportant" consideration. Farmer returns from the "Sugar Cane Area" and principal responses from the "Cut-Over Flatwoods area" indicated a tendency toward the "Very Important" assignment.

Phipps has this to say relative to the presentation of diplomas:

Some kind of a certificate may be awarded the enrollees who have completed a course of instruction. Certificates may be awarded at the last meeting of a course, but in most instances it is more desirable to withhold certificates until the supervised or directed farm practice work is completed. Many farmers appreciate this recognition very much and prize the certificates very highly.⁴⁴

Fleenor outlines the fact that the issuance of certificates is not a common practice as he summarizes:

In response to the question, "Were certificates issued students upon completion of the course?" only 76 affirmative answers were received. This represents but 12.7 per cent of the total 518. This is convincing evidence that issuing certificates is not a common practice in evening schools. Virtually all of the teachers answering "Yes" to the above questions are in Iowa, Minnesota and Oklahoma. Eighty per cent of the teachers in Minnesota issued certificates at the close of their evening schools, 68 per cent in Iowa, and 32 per cent in Oklahoma.⁴⁵

Evaluation by the farmers. The reactions of the farmers, teachers of agriculture and secondary school principals represented in this study relative to the statement, "A well organized program of adult farmer

⁴⁴ Phipps, op. cit., p. 537.

⁴⁵ Fleenor, op. cit., p. 37.

TABLE XLVIII

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "A WELL ORGANIZED PROGRAM OF ADULT FARMER CLASSES WOULD UTILIZE DIPLOMAS SHOWING THE LESSONS COMPLETED PRESENTED AT THE END OF THE COURSE" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	18.2	12.5	16.2	45.5	50.0	45.9	36.4	37.5	37.8
2	16.7	16.6	7.7	33.3	50.0	61.5	50.0	33.3	30.8
3	19.2	17.4	11.1	61.5	73.9	70.4	19.2	8.7	18.5
4	11.1	20.0	42.9	55.6	50.0	42.9	33.3	30.0	14.3
5	15.0	0.0	14.3	55.0	41.6	64.3	30.0	58.3	21.4
6	15.8	40.0	28.6	42.1	40.0	57.1	42.1	20.0	14.3
7	21.2	10.8	19.4	36.4	40.5	32.3	42.4	48.6	48.4
8	24.5	5.4	15.6	52.8	35.1	40.6	22.6	59.5	43.7
9	35.7	9.1	6.9	42.9	59.1	62.1	21.4	31.8	31.0
10	10.0	9.1	9.1	40.0	22.7	59.1	50.0	68.2	31.8
11	0.0	0.0	20.0	100.0	0.0	60.0	0.0	0.0	20.0
Per cent of Total	20.1	10.8	14.7	48.2	45.7	53.0	31.7	43.5	32.3
Total Number	45	25	35	108	106	126	71	101	77
Range	0-13	0-5	1-6	1-28	0-20	3-18	0-14	0-22	1-14

classes would utilize the farmers as a group to measure the progress and worth of the studies completed," are presented by the data of Table XLIX. Of the 224 farmers, 232 teachers of agriculture and 238 secondary school principals, 142, or 63.4 per cent, of the farmers, 148, or 63.8 per cent, of the teachers and 144, or 60.5 per cent, of the school administrators assigned an appraisal of "Important". A "Very Important" consideration was assigned by 24.1 per cent, 28.0 per cent and 31.9 per cent, respectively. Some incidence of responses was noted in the "Unimportant" classification. The proportioning of responses, by farming areas, for all three groups of participants followed closely the above distributions.

Hamlin emphasizes the role of "evaluation by the farmer" as he states:

Farmers are used to evaluating their own efforts in terms of crop yields, animal gains, work done in a given time, and earnings. It is not hard to get them to accept the need for systematic evaluation of their own class work and their own educational progress.⁴⁶

Gregg suggests a basis for evaluation as he proposes: "The number of improved practices adopted have been emphasized because it is one of the most tangible and objective measures of results of instruction."⁴⁷

Schroeder presents an opposite view of farmer evaluation as he says:

Only about one-third of the farmers indicated that they would like a check-up of results of practices tried on their farms. This is not consistent with the strong evidence that farmers want to establish demonstration plots, study and see the results of the plots and visit other farmers to see what is happening on their farms.⁴⁸

⁴⁶ Hamlin, op. cit., p. 274.

⁴⁷ Gregg, op. cit., p. 112.

⁴⁸ Walter P. Schroeder, "Evaluating Adult Education in a Summer Program," Agricultural Education Magazine, 25:279, No. 12, June, 1953.

TABLE XLIX

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "A WELL ORGANIZED PROGRAM OF ADULT FARMER CLASSES WOULD UTILIZE THE FARMERS AS A GROUP TO MEASURE THE PROGRESS AND WORTH OF THE STUDIES COMPLETED" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	33.3	27.5	35.1	54.5	67.5	59.5	12.1	5.0	5.4
2	33.3	33.3	30.8	50.0	66.7	69.2	16.7	0.0	0.0
3	11.5	30.4	29.6	80.8	60.9	55.5	7.7	8.7	14.8
4	11.1	30.0	28.6	55.6	70.0	71.4	33.3	0.0	0.0
5	25.0	16.7	32.1	65.0	79.2	64.3	10.0	4.2	3.6
6	15.8	60.0	42.9	78.7	40.0	57.1	5.3	0.0	0.0
7	30.3	37.8	35.5	51.5	54.1	61.3	18.2	8.1	3.2
8	24.5	10.8	15.6	62.3	67.6	65.6	13.2	21.6	18.7
9	28.6	40.9	37.9	71.4	54.4	55.2	0.0	4.5	6.9
10	20.0	27.3	31.8	60.0	63.6	59.1	20.0	9.1	9.1
11	0.0	0.0	60.0	100.0	0.0	40.0	0.0	0.0	0.0
Per cent of Total	24.1	28.0	31.9	63.4	63.8	60.5	12.5	8.2	7.5
Total Number	54	65	76	142	148	144	28	19	18
Range	0-13	0-14	2-11	1-33	0-27	2-22	0-7	0-8	0-6

Planned in co-ordination with other agencies. The data of Table I present the opinions of the three groups of participants relative to the statement, "A well organized program of adult farmer classes would utilize a program of instruction planned in co-ordination with the other agricultural agencies of the community." One hundred and thirty, or 58.0 per cent, of the 224 farmers participating in this study, 126, or 54.3 per cent of the 232 represented teachers of agriculture and 128, or 53.8 per cent, of the 238 participating principals reflected an appraisal of "Important" for this item. A "Very Important" evaluation was assigned by 76, or 33.9 per cent, of the farmers, 99, or 42.6 per cent, of the teachers and 102, or 42.8 per cent, of the principals. The incidence of "Unimportant" weightings was slight. The area determinations by the three groups reflected consistently the above proportioning with the exceptions that somewhat heavier weightings were evaluated with respect to the "Very Important" classification by the principal returns from the "Central Louisiana Over-Pine Area" and the "Red River Delta Cotton Area" and the teacher responses from the "Cut-Over Flatwoods" and "Brown Loam Mixed Farming" Areas.

Hamlin stresses co-ordination of the various agencies as he states:

Agriculture departments work with many governmental agencies: local, county, state, and federal. Some of these agencies are for action only and they need a supplementary educational program under the auspices of another agency. In such co-operative ventures, agriculture departments in the school must be careful that they do not become mere propaganda outlets for these governmental agencies and they must avoid taking over administrative or regulatory functions which these agencies may wish to delegate to the schools.⁴⁹

⁴⁹ Hamlin, op. cit., p. 56.

TABLE L

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "A WELL ORGANIZED PROGRAM OF ADULT FARMER CLASSES WOULD UTILIZE A PROGRAM OF INSTRUCTION PLANNED IN COORDINATION WITH THE OTHER AGRICULTURAL AGENCIES IN THE COMMUNITY" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Distribution by Percentages									
Area	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	39.4	45.0	43.2	60.6	55.0	56.8	0.0	0.0	0.0
2	33.3	41.6	69.2	66.7	50.0	30.8	0.0	8.3	0.0
3	26.9	43.5	55.5	73.1	47.8	40.7	0.0	8.7	3.7
4	33.3	60.0	28.6	66.7	40.0	71.4	0.0	0.0	0.0
5	25.0	33.3	39.3	60.0	62.5	60.7	15.0	4.2	0.0
6	36.8	60.0	42.9	57.9	40.0	57.1	5.3	0.0	0.0
7	42.4	45.9	35.5	48.5	54.1	58.1	9.1	0.0	6.4
8	26.4	43.2	25.0	58.5	51.4	65.6	15.1	5.4	9.4
9	57.1	27.3	51.7	28.6	72.7	48.3	14.3	0.0	0.0
10	30.0	45.4	40.9	60.0	50.0	50.0	10.0	4.5	9.1
11	0.0	0.0	60.0	100.0	0.0	40.0	0.0	0.0	0.0
Per cent of Total	33.9	42.6	42.8	58.0	54.3	53.8	8.0	3.1	3.4
Total Number	76	99	102	130	126	128	18	7	8
Range	0-14	0-18	2-15	1-31	0-22	2-22	0-8	0-2	0-3

The Georgia Bulletin Number 20 emphasizes the use of these agencies as it suggests:

There are in this country hundreds of agencies such as experiment stations, agricultural centers, colleges, U.S.D.A. and others, that are constantly finding new scientific facts and practices about agriculture. Volumes of literature, in the forms of bulletins, have been written within recent years telling of these new farm practices that are of great economic importance to farmers. However, only a very small per cent of such information ever reaches the dirt farmer unless it is carried to him through some educational agency. It is only that information which is carried to the farms and made actually applicable to the business of producing and marketing the farm products more economically that will help to make farming more profitable.⁵⁰

Co-ordination of all agricultural classes. The data of Table LI present the thinking of 224 farmers, 232 teachers of agriculture and 238 principals relative to the item, "A well organized program of adult farmer classes would utilize a program of instruction planned in co-ordination with the agricultural classes of the school and community." One hundred and thirty-one, or 58.5 per cent, of the represented farmers, 146, or 62.9 per cent, of the participating teachers and 139, or 58.4 per cent, of the school administrators represented in the study indicated an appraisal of "Important" for the item. A "Very Important" evaluation was assigned by 28.1 per cent of the farmers, 30.2 per cent of the teachers and 33.2 per cent of the principals. A slight incidence of "Unimportant" ratings was noted. The proportioning of responses, by farming areas, was fairly consistent for the three groups of participants.

Ekstrom and McClelland substantiate a co-ordinated program as they assert:

Members of the all-day class constitute another group which can help promote adult farmer classes effectively, especially among their

TABLE LI

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "A WELL ORGANIZED PROGRAM OF ADULT FARMER CLASSES WOULD UTILIZE A PROGRAM OF INSTRUCTION PLANNED IN COORDINATION WITH THE OTHER AGRICULTURAL CLASSES OF THE SCHOOL AND COMMUNITY" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	33.3	27.5	40.5	48.5	70.0	54.1	18.2	2.5	5.4
2	33.3	16.6	30.8	66.7	83.3	69.2	0.0	0.0	0.0
3	23.1	39.1	40.7	65.4	56.5	55.5	11.5	4.3	3.7
4	33.3	50.0	14.3	55.6	40.0	42.9	11.1	10.0	42.9
5	15.0	20.8	35.7	65.0	70.8	57.1	20.0	8.3	7.1
6	21.0	60.0	28.6	73.7	40.0	57.1	5.3	0.0	14.3
7	30.3	32.4	38.7	54.5	59.5	51.6	15.1	8.1	9.7
8	26.4	32.4	18.7	60.4	59.5	68.7	13.2	8.1	12.5
9	50.0	22.7	24.1	42.9	68.2	75.9	7.1	9.1	0.0
10	20.0	27.3	36.4	60.0	59.1	45.4	20.0	13.6	18.2
11	100.0	0.0	60.0	0.0	0.0	40.0	0.0	0.0	0.0
Per cent of Total	28.1	30.2	33.2	58.5	62.9	58.4	13.4	6.9	8.4
Total Number	63	70	79	131	146	139	30	16	20
Range	1-14	0-12	1-15	0-32	0-28	2-22	0-6	0-3	0-4

parents who have a direct interest in the total program of the school. Where the work of the different units in the agricultural department is well co-ordinated, the Future Farmers of America chapter has an active interest in the adult phases of the program.⁵¹

Hamlin establishes the effect of an unco-ordinated program as he states: "If community educational programs are planned independently of each other, they may largely cancel each other out in their total effect on the life of the nation and the world."⁵²

Contact farmers prior to beginning class. The data of Table LII represent the opinions of the 224 farmers, 232 teachers and 238 principals participating in this study relative to the statement, "A well organized adult farmer class would have provisions for contacting all interested farmers before the class begins and discussing the proposed program with them." A "Very Important" appraisal was designated by 116, or 51.8 per cent, of the represented farmers, 135, or 58.2 per cent, of the participating principals and 138, or 58.0 per cent, of the represented school administrators. Ninety-two, or 41.1 per cent, of the farmers, 89, or 38.4 per cent, of the teachers and 91, or 38.2 per cent, of the principals weighted the item as "Important". "Unimportant" evaluations were negligible. The patterning of responses, by farming areas, demonstrated a relative constancy, as outlined above, with the exception that an "Important" consideration was weighted somewhat more heavily by the farmers, teachers and school administrators from the "Central Louisiana Mixed Farming Area".

The Georgia Bulletin Number 20 states as follows concerning a prior contact:

51 Ekstrom and McClelland, op. cit., p. 48.

52 Hamlin, op. cit., p. 97.

TABLE LII

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "A WELL ORGANIZED PROGRAM OF ADULT FARMER CLASSES WOULD HAVE PROVISIONS FOR CONTACTING ALL INTERESTED FARMERS BEFORE THE CLASS BEGINS AND DISCUSSING THE PROPOSED PROGRAM WITH THEM" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	51.5	65.0	56.8	36.4	35.0	40.5	12.1	0.0	2.7
2	50.0	75.0	76.9	50.0	25.0	23.1	0.0	0.0	0.0
3	38.4	82.6	55.5	57.6	17.4	44.4	3.8	0.0	0.0
4	44.4	40.0	71.4	44.4	40.0	14.3	11.1	20.0	14.3
5	60.0	50.0	60.7	30.0	45.8	35.7	10.0	4.2	3.6
6	57.9	60.0	57.1	42.1	40.0	42.9	0.0	0.0	0.0
7	66.7	56.8	67.7	33.3	43.2	29.0	0.0	0.0	3.2
8	39.6	43.2	40.6	49.1	51.4	53.1	11.3	5.4	6.2
9	85.7	54.5	65.5	7.1	36.4	34.5	7.1	9.1	0.0
10	40.0	59.1	45.4	50.0	36.4	45.4	10.0	4.5	9.1
11	0.0	0.0	60.0	100.0	0.0	20.0	0.0	0.0	20.0
Per cent of Total	51.8	58.2	58.0	41.1	38.4	38.2	7.1	3.5	3.8
Total Number	116	135	138	92	89	91	16	8	9
Range	0-22	0-26	3-21	1-26	0-19	1-17	0-6	0-2	0-2

It is the consensus of opinion of all those who have conducted evening classes, or made a close study of the work, that the best and most satisfactory method to use in recruiting a group is for the teacher to make personal visits to the farmers and explain what will be studied and how it will be presented. This is especially true in a community where evening class instruction has never been carried on.⁵³

Hamlin amplifies this thought somewhat as he suggests:

He (the teacher) finds it profitable to visit the farms of those enrolled before the school starts; these visits are specially advantageous if the teacher is not acquainted with the enrollees or has not previously visited their farms.⁵⁴

Notice of meetings. The responses of 224 farmers, 232 teachers of agriculture and 238 principals relative to the statement, "A well organized program of adult farmer classes would utilize notices of the meetings to be mailed to all farmers who indicate a desire to attend," are represented by the data of Table LIII. A "Very Important" appraisal was designated by 113, or 50.4 per cent, of the represented farmers, 114, or 49.1 per cent, of the participating teachers and 103, or 43.3 per cent, of the principals included in the study. Ninety-nine, or 42.2 per cent, of the farmers, 110, or 47.4 per cent, of the teachers and 127, or 53.3 per cent, of the school administrators assigned a weighting of "Important". "Unimportant" appraisals were negligible. Farmer responses demonstrated a consistent weighting toward the "Very Important" consideration with the exceptions of the "Central Louisiana Over-Pine", "Red River Delta Cotton" and "Brown Loam Mixed Farming" Areas. Principal responses, on the other hand, designated a constant patterning toward the "Important" appraisal; exceptions are noted in the "North Louisiana Upland Cotton Area"

53 Georgia Bulletin No. 20, op. cit., p. 11.

54 Hamlin, op. cit., p. 284.

TABLE LIII

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "A WELL ORGANIZED PROGRAM OF ADULT FARMER CLASSES WOULD UTILIZE NOTICES OF THE MEETING TO BE MAILED TO ALL FARMERS WHO INDICATE A DESIRE TO ATTEND" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	54.5	55.0	54.1	39.4	45.0	45.9	6.1	0.0	0.0
2	33.3	58.3	61.5	66.7	41.6	30.8	0.0	0.0	7.7
3	38.4	60.9	44.4	53.9	39.1	51.8	7.7	0.0	3.7
4	44.4	30.0	57.1	44.4	60.0	42.9	11.1	10.0	0.0
5	70.0	45.8	39.3	25.0	50.0	60.7	5.0	4.2	0.0
6	36.8	60.0	28.6	63.2	40.0	71.4	0.0	0.0	0.0
7	51.5	37.8	38.7	48.5	51.4	54.8	0.0	10.8	6.4
8	52.8	40.5	37.5	41.5	56.8	53.1	5.7	2.7	9.4
9	57.1	50.0	41.3	35.7	45.4	55.2	7.1	4.5	3.4
10	50.0	63.6	31.8	30.0	36.4	68.2	20.0	0.0	0.0
11	0.0	0.0	60.0	100.0	0.0	40.0	0.0	0.0	0.0
Per cent of Total	50.4	49.1	43.3	44.2	47.4	53.3	5.3	3.5	3.4
Total Number	113	114	103	99	110	127	12	8	8
Range	0-28	0-22	3-20	1-22	0-21	2-17	0-3	0-4	0-3

and "Central Louisiana Over-Pine Area". Teacher returns vacillated between these two relative classifications.

Johnson comments on mailed notices as he observes: "Personal visits, mailed notices, and telephone calls, in the order named, are the most effective means of securing members for an adult evening class."⁵⁵

Bulletin No. 89 has this to say pertaining to notice of the meetings: "Articles in the local paper, announcements at schools and gatherings of farmers, circular letters, post cards, telephone calls, and the like, should be used to keep persons in the community informed about the school."⁵⁶

Keeping of attendance record. The data of Table LIV present the thinking of farmers, teachers of agriculture and secondary school principals relative to the statement, "A well organized program of adult farmer classes would utilize an attendance record to be kept at each meeting by the secretary." Of the 224 farmers, 232 teachers and 238 secondary school principals represented in the study, 120, or 53.6 per cent, of the farmers, 138, or 59.5 per cent, of the teachers and 127, or 53.3 per cent, of the school administrators reflected an appraisal of "Important". A "Very Important" evaluation was assigned by 29.5 per cent, 27.6 per cent and 37.0 per cent, respectively. An "Unimportant" weighting was given by 38, or 16.9 per cent, of the represented farmers, 30, or 12.9 per cent, of the

⁵⁵ Alex Ralph Johnson, "The Organization, Instruction, and Results of Evening Classes in Poultry Production," (unpublished Master's thesis, University of Florida, Gainesville, 1932).

⁵⁶ Agricultural Evening Schools, Bulletin No. 89, Agricultural Series No. 17 (revised edition; Washington, D.C.: United States Government Printing Office, 1930), p. 5.

TABLE LIV

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "A WELL ORGANIZED PROGRAM OF ADULT FARMER CLASSES WOULD UTILIZE AN ATTENDANCE RECORD TO BE KEPT AT EACH MEETING BY THE SECRETARY" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	27.2	42.5	45.9	63.6	47.5	48.6	9.1	10.0	5.4
2	33.3	25.0	38.5	66.7	75.0	61.5	0.0	0.0	0.0
3	19.2	52.1	33.3	65.4	39.1	59.3	15.4	8.7	7.4
4	44.4	20.0	57.1	33.3	80.0	28.6	22.2	0.0	14.3
5	25.0	16.7	39.3	70.0	70.8	60.7	5.0	12.5	0.0
6	26.3	60.0	28.6	52.6	40.0	71.4	21.0	0.0	0.0
7	30.3	29.7	35.5	48.5	59.5	48.4	21.2	10.8	16.1
8	26.4	5.4	21.9	50.9	59.5	59.4	22.6	35.1	18.7
9	57.1	22.7	34.5	28.6	77.2	51.7	14.3	0.0	13.8
10	40.0	22.7	40.9	30.0	59.1	50.0	30.0	18.2	9.1
11	0.0	0.0	60.0	100.0	0.0	20.0	0.0	0.0	20.0
Per cent of Total	29.5	27.6	37.0	53.6	59.5	53.3	16.9	12.9	9.7
Total Number	66	64	88	120	138	127	38	30	23
Range	0-14	0-17	2-17	1-21	0-22	1-19	0-12	0-13	0-6

participating teachers and 23, or 9.7 per cent, of the principals represented in the study. The proportioning of responses, by farming areas, was distributed as given above with the exceptions that the farmer and principal returns from the "Cut-Over Flatwoods Area", the teacher returns from the "Red River Delta Cotton Area" and the "Brown Loam Mixed Farming Area" and the farmer returns from the "Sugar Cane Area" tended toward the "Very Important" consideration.

Ekstrom and McClelland comment on the attendance record as they state:

If necessary, write down the names of class members on a seating chart at the first meeting and ask that the members take the same seats at the next class meeting. If the group is small, it may be satisfactory to pass a sheet of paper around the circle at later meetings for the names of those attending.⁵⁷

Phipps⁵⁸ suggests a classified form for the attendance record showing the name of the member, the month and date of the meeting and the number of the session attended.

Schmidt and Ross state: ". . . after this first meeting, the taking of attendance should always be done only incidentally; never should it be made a formal matter as in the regular school."⁵⁹

Support of local leaders. The data of Table LV portray the opinions of farmers, teachers of agriculture and secondary school principals relative to the assertion, "A well organized program of adult farmer classes would provide a program having the support of local school leaders

57 Ekstrom and McClelland, op. cit., p. 256.

58 Phipps, op. cit., p. 609.

59 Schmidt and Ross, op. cit., p. 85.

and businessmen." One hundred and sixteen, or 51.8 per cent, of the 224 participating farmers, 117, or 50.4 per cent, of the 232 represented teachers and 127, or 53.3 per cent, of the 238 secondary school principals represented in the study reflected an appraisal of "Important". Thirty-nine and three tenths per cent, 47.8 per cent and 45.4 per cent, respectively, delineated a "Very Important" evaluation. Some incidence of farmer responses weighted toward the "Unimportant" ranking was noted; teacher and principal returns in the "Unimportant" classification were negligible. The patterning of responses was relatively consistent throughout with the exceptions that both the teacher and principal returns from the "Red River Delta Cotton" and "Mississippi Delta Cotton" Areas indicated a weighting toward the "Very Important" consideration.

Bulletin Number 89 has this to say about community and school support:

The cooperation of members of the local board of education, superintendent of schools, principals, teachers, county superintendent of schools, leading farmers, businessmen, county agents, ministers, and other influential persons in the community should be secured for the promotion and support of the evening school.⁶⁰

The 1934 revision of Bulletin No. 89 supports this assertion as it suggests:

Evening agricultural schools must be considered an integral part of the public educational programs if they are to be successful. The whole-hearted approval and support of adult education in agriculture by the local board of education and administrators are essential.⁶¹

60 Bulletin No. 89, (Revised edition, 1930), op. cit., p. 5.

61 Agricultural Evening Schools, Bulletin No. 89, Agricultural Series No. 17 (revised edition; Washington, D.C.: United States Government Printing Office, 1934), p. 5.

TABLE LV

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "A WELL ORGANIZED PROGRAM OF ADULT FARMER CLASSES WOULD PROVIDE A PROGRAM HAVING THE SUPPORT OF LOCAL SCHOOL LEADERS AND BUSINESSMEN" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	42.4	52.5	48.6	54.5	47.5	51.4	3.0	0.0	0.0
2	50.0	50.0	30.8	50.0	50.0	69.2	0.0	0.0	0.0
3	38.4	65.2	62.9	57.6	34.8	37.0	3.8	0.0	0.0
4	44.4	40.0	42.9	44.4	60.0	57.1	11.1	0.0	0.0
5	40.0	50.0	50.0	50.0	41.6	46.4	10.0	8.3	3.6
6	31.6	80.0	28.6	52.6	20.0	71.4	15.8	0.0	0.0
7	36.4	54.1	58.1	54.5	43.2	38.7	9.1	2.7	3.2
8	39.6	32.4	25.0	49.1	64.9	71.8	11.3	2.7	3.1
9	28.6	31.8	41.3	57.1	68.2	58.6	14.3	0.0	0.0
10	50.0	45.4	40.9	40.0	54.5	59.1	10.0	0.0	0.0
11	100.0	0.0	60.0	0.0	0.0	40.0	0.0	0.0	0.0
Per cent of Total	39.3	47.8	45.4	51.8	50.4	53.3	8.9	1.7	1.3
Total Number	88	111	108	116	117	127	20	4	3
Range	1-21	0-21	2-18	0-26	0-24	2-23	0-6	0-2	0-1

Physical facilities for adult classes. The opinions of 224 farmers, 232 teachers and 238 secondary school principals relative to the statement, "A well organized program of adult farmer classes would provide heating, lighting, type and size of chairs, arrangement of seats and blackboard suited to class instruction," are presented by the data of Table LVI. One hundred and seven, or 47.7 per cent, of the represented farmers, 106, or 45.7 per cent, of the participating teachers and 122, or 51.3 per cent, of the represented teachers reflected an appraisal of "Important". A "Very Important" evaluation was given by 33.0 per cent of the farmers, 46.9 per cent of the teachers and 43.7 per cent of the school administrators. Forty-three, or 19.2 per cent, of the tillers of the soil, 17, or 7.3 per cent, of the teachers of agriculture and 12, or 5.0 per cent, of the school principals indicated an "Unimportant" assignment. The consistency of the proportioning of responses is not well established; no significant trend, other than those outlined above, were reflected.

Bulletin No. 89 proposes:

The tables, chairs, and blackboards should be adequate and suited to the needs of adults. Evening school classes may be hindered greatly by meeting in rooms equipped with desks suitable only for third or fourth grade children. In general, equipment for evening schools should be selected on a basis of utility, practicability, and good sense.⁶²

Phipps suggests:

. . . . should have chairs and tables of adult size, be heated comfortable, and have electricity so that films and slides may be shown. A place for displaying references, bulletins, and other teaching materials may usually be provided. A chalkboard should be available.⁶³

62 Bulletin No. 89, op. cit., p. 26.

63 Phipps, op. cit., p. 534.

TABLE LVI

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE STATEMENT "A WELL ORGANIZED PROGRAM OF ADULT FARMER CLASSES WOULD PROVIDE HEATING, LIGHTING, TYPE AND SIZE OF CHAIRS, ARRANGEMENT OF SEATS AND BLACKBOARD SUITED TO CLASS INSTRUCTION" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	39.4	52.5	45.9	51.5	45.0	51.4	9.1	2.5	2.7
2	16.7	58.3	69.2	83.3	25.0	30.8	0.0	16.6	0.0
3	23.1	69.6	59.3	57.6	21.7	33.3	19.2	8.7	7.4
4	44.4	40.0	14.3	44.4	60.0	71.4	11.1	0.0	14.3
5	25.0	54.2	32.1	40.0	33.3	60.7	35.0	12.5	7.1
6	26.3	40.0	42.9	57.9	60.0	57.1	15.8	0.0	0.0
7	45.5	43.2	41.9	33.3	48.6	51.6	21.2	8.1	6.4
8	28.3	27.0	34.4	49.1	64.9	59.4	22.6	8.1	6.2
9	50.0	54.5	37.9	28.6	45.4	55.2	21.4	0.0	6.9
10	30.0	36.4	45.4	50.0	50.0	54.5	20.0	13.6	0.0
11	0.0	0.0	80.0	100.0	0.0	20.0	0.0	0.0	0.0
Per cent of Total	33.0	46.9	43.7	47.7	45.7	51.3	19.2	7.3	5.0
Total Number	74	109	104	107	106	122	43	17	12
Range	0-15	0-21	1-17	1-26	0-24	1-19	0-12	0-3	0-2

III. THE INSTRUCTION OF ADULT FARMER CLASSES

Selection of teaching method. The data of Table LVII present the opinions of farmers, teachers of agriculture and secondary school principals relative to "the method of teaching best suited to adult classes". Eighty-five, or 37.9 per cent, of the 224 represented farmers, 75, or 32.3 per cent, of the 232 participating teachers and 84, or 35.2 per cent, of the 238 secondary school administrators represented in the study indicated a preference for the opinion, "group discussions in which all farmers participate and 'pool' their experiences and arrive at group plans for activity; the teacher to give talks or lectures if it were found that the experiences of the group were limited". The assertion, "group discussions in which all the farmers participate and 'pool' their experiences and arrive at group plans for activity; the teacher or 'key' farmer would serve as discussion leader", garnered support from 21.4 per cent of the represented farmers, 29.7 per cent of the represented teachers and 29.4 per cent of the school administrators participating in the study. Fifty-one, or 22.8 per cent, of the farmers, 63, or 27.2 per cent, of the teachers and 62, or 26.0 per cent, of the principals reflected a weighting with respect to the statement, "farmers participating in discussions led by the teacher, specialist in the field and/or 'key' farmers of the class". Some incidence of responses was also noted supporting the assertion, "talks by the teacher and/or specialist from the University, extension service and other sources"; farmer responses, particularly, reflected some weighting in this area. The proportioning, by farming areas, followed generally the above pattern; however, some area determinations varied somewhat.

Gregg comments on the selection of instructional methods as he states:

The nature of the class is an important factor influencing methods of instruction best suited to the particular group. The conference procedure seems well adapted to groups with a good academic background while telling and discussions seem better suited to those with less "schooling".⁶⁴

Cox supports a diversity of methods as he says:

Little variations were found in the methods reported used by successful teachers than those reported used by unsuccessful teachers. It is concluded that success in the evening school instruction depends much upon the efficiency with which methods are used.⁶⁵

The conference procedure is suggested by Hitchcock and Howard as they set forth: "It shows that the conference method of teaching works best with the older group and becomes less valuable as the experience becomes less and less, and that standard methods produce maximum efficiency."⁶⁶

Ekstrom and McClelland propose an eclectic approach as they suggest a flexible, modified conference or discussion:

The most generally accepted method of teaching classes of adult farmers involves a conference or discussion procedure with certain modifications. This procedure consists of informal but systematic group discussions carried out under the direction of a leader. The procedure, which is as old as language itself, consists of advancing ideas, of raising questions, and attempting to answer these questions.⁶⁷

⁶⁴ Gregg, op. cit., p. 112.

⁶⁵ Omar Clarence Cox, "Evening School Instruction in Virginia," (unpublished Master's thesis, Virginia Polytechnic Institute, Blacksburg, 1931).

⁶⁶ Sam Hitchcock and Carl Gooch Howard, "A Comparison of Methods in Vocational Agriculture with Varying Instructional Groups," (Non-thesis study, Department of Education, Wyoming).

⁶⁷ Ekstrom and McClelland, op. cit., p. 79.

TABLE LVII

A PERCENTAGE DISTRIBUTION, BY FARMING AREAS, OF THE RESPONSES DESIGNATED BY FARMERS,
TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO
THE METHOD OF TEACHING BEST SUITED TO ADULT CLASSES

The teaching plan best suited to the needs of farmers in the community is:												
Area	Lecture by teacher and/or specialists			Group discussion led by teacher			Conference procedure			Modified conference procedure		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	15.1	2.5	8.1	33.3	30.0	27.0	18.2	30.0	40.5	33.3	37.5	24.3
2	0.0	8.3	7.7	33.3	25.0	23.1	0.0	58.3	38.5	66.7	8.3	30.8
3	30.8	13.0	7.4	34.6	13.0	29.6	11.5	34.8	22.2	23.1	39.1	40.7
4	0.0	20.0	14.3	11.1	40.0	14.3	44.4	10.0	14.3	44.4	30.0	57.1
5	25.0	25.0	17.8	25.0	20.8	17.8	15.0	12.5	21.4	35.0	41.6	42.9
6	31.6	20.0	14.3	15.8	40.0	28.6	10.5	40.0	28.6	42.1	0.0	28.6
7	12.1	5.4	3.2	30.3	32.4	16.1	24.2	29.7	41.9	33.3	32.4	38.7
8	13.2	8.1	3.1	9.4	27.0	25.0	35.9	27.0	28.1	41.5	37.8	43.7
9	21.4	13.6	17.2	7.1	22.7	27.5	14.3	45.4	20.7	57.1	18.2	34.5
10	20.0	13.6	4.5	30.0	31.8	50.0	10.0	22.7	27.3	40.0	31.8	18.2
11	0.0	0.0	20.0	100.0	0.0	20.0	0.0	0.0	20.0	0.0	0.0	40.0
Per cent of Total	17.9	10.8	9.3	22.8	27.2	26.0	21.4	29.7	29.4	37.9	32.3	35.2
Total Number	40	25	22	51	63	62	48	69	70	85	75	84
Range	0-8	0-3	1-5	1-11	0-12	1-11	0-19	0-12	1-15	0-22	0-15	2-14

Hammonds tends to minimize the lecture as he states: "While the lecture has its place in teaching, it is usually an ineffective way of directing the activities of adult farmers so as to result in desirable learning."⁶⁸

Phipps defines the use of special instructors as he proposes:

Whether or not special instructors should be secured will depend upon the needs of the community, the number of teachers of vocational agriculture in the department, and the time for adult education available to these teachers.⁶⁹

Ekstrom and McClelland delineate the role of the specialist as they set forth:

If a guest is asked to talk to the class, the effectiveness of his contribution is heightened when the instructor directs the discussion following the visitor's presentation.

Many teachers have used outside specialists to advantage by having them sit with the members and contribute to the discussion from time to time as consultants.⁷⁰

Selection of objectives, course content and methods. The data of Table LVIII present the opinions of 224 farmers, 232 teachers of agriculture and 238 secondary school principals relative to "the selection of objectives, course content and methods for adult farmer classes." One hundred and sixty-nine, or 75.4 per cent, of the represented farmers, 153, or 65.9 per cent, of the participating teachers and 169, or 71.0 per cent, of the represented principals substantiated the opinion, "the objectives, content and methods of instructing adult farmer classes should be determined by the group as a whole working with the advisory council". The

⁶⁸ Hammonds, op. cit., p. 277.

⁶⁹ Phipps, op. cit., p. 526.

⁷⁰ Ekstrom and McClelland, op. cit., p. 88.

alternative, "the objectives, content and methods of instructing should be determined by the advisory council and the teacher", claimed the support of 6.7 per cent of the farmers, 26.7 per cent of the teachers and 22.7 per cent of the school administrators. A slight incidence of responses was indicated by each of the three groups of participants for the assertions, "the teacher alone" and "the State Department of Education or the teacher training institution". Noteworthy is the fact that 13.4 per cent of the tillers of the soil designated the later opinion. The proportioning of responses, by farming areas, followed consistently the above distribution.

Bulletin No. 89 has this to say concerning selection of methods, course content and objectives: "If evening agricultural school work is to be effective, it must be carried on under a program agreed upon by the persons interested."⁷¹

Dickerson emphasizes the participation of the class members as he states:

Courses of study content was based upon the needs of, and the types of training most desired by, the members of both groups of farmers. The teacher and his group working as a committee of the whole, as well as conferences with "key" young and adult farmers, and with an advisory committee were considered the most desirable methods for both groups of teachers to follow in determining course content.⁷²

Fleenor presents as the findings of his study:

In answer to the question, "Was the subject for the evening school chosen by the class?; by the instructor; or was it the choice of the

⁷¹ Bulletin No. 89, op. cit., p. 28.

⁷² Russell Burton Dickerson, "The Development of Vocational Education in Agriculture for Young and Adult Farmers in Pennsylvania for the Ten Year Period 1931-1941," (unpublished Doctor's dissertation, The Pennsylvania State College, State College, 1943).

TABLE LVIII

A PERCENTAGE DISTRIBUTION, BY FARMING AREAS, OF THE RESPONSES DESIGNATED BY FARMERS, TEACHERS
OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO THE SELECTION OF OBJECTIVES,
CONTENT AND METHODS OF INSTRUCTION FOR ADULT FARMER CLASSES

The objectives, content and methods of instruction for adult farmer classes should be determined by:												
Area	The group as a whole and the advisory council			The advisory council and the teacher			The teacher alone			Teacher-training or State Departments		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	69.6	72.5	72.9	12.1	20.0	24.3	12.1	2.5	0.0	6.1	5.0	2.7
2	100.0	75.0	69.2	0.0	25.0	30.8	0.0	0.0	0.0	0.0	0.0	0.0
3	88.5	56.5	66.7	0.0	39.1	29.6	0.0	4.3	0.0	11.5	0.0	3.7
4	66.7	70.0	71.4	11.1	30.0	28.6	11.1	0.0	0.0	11.1	0.0	0.0
5	75.0	50.0	67.9	5.0	33.3	25.0	0.0	16.7	0.0	20.0	0.0	7.1
6	78.7	60.0	85.7	5.3	40.0	14.3	0.0	0.0	0.0	15.8	0.0	0.0
7	78.8	64.9	83.9	9.1	27.0	16.1	0.0	2.7	0.0	12.1	5.4	0.0
8	67.9	78.4	71.8	9.4	10.8	21.9	9.4	8.1	6.2	13.2	2.7	0.0
9	71.4	63.6	58.6	0.0	31.8	20.7	0.0	4.5	3.4	28.6	0.0	17.2
10	80.0	59.1	72.7	0.0	36.4	18.2	0.0	4.5	9.1	20.0	0.0	0.0
11	100.0	0.0	60.0	0.0	0.0	20.0	0.0	0.0	0.0	0.0	0.0	20.0
Per cent of Total	75.4	65.9	71.0	6.7	26.7	22.7	4.4	5.2	2.2	13.4	2.2	4.2
Total Number	169	153	169	15	62	54	10	12	5	30	5	10
Range	1-26	0-29	3-27	0-5	0-10	1-9	0-5	0-3	0-2	0-7	0-2	0-2

previous evening school?; in what other way?" Eight and five tenths per cent of the teachers reported it was chosen by the class alone; 12.5 per cent that it was chosen by the teacher alone; 64.9 per cent that it was chosen by the class and the teacher together; 5.2 per cent that it was chosen by the previous evening class; 2.5 per cent chosen by a committee of farmers; 3.8 per cent chosen by the advisory council; and 2.6 per cent it was chosen by "key" farmers.⁷³

Varying the teaching plan. The reactions of 224 farmers, 232 teachers of agriculture and 238 secondary school principals relative to the varying of the teaching plan are reflected by the data of Table LIX. One hundred and twenty-two, or 54.5 per cent, of the represented farmers, 143, or 61.6 per cent, of the participating teachers and 157, or 66.0 per cent, of the school administrators represented in the study reflected a weighting with respect to the opinion, "the plan for teaching should be based on the needs of the members". The assertion, "the plan for teaching should be changed from time to time according to the topic being discussed", gained support from 37.9 per cent, 32.7 per cent and 28.6 per cent, respectively. Negligible incidence was assigned to the opinions, "the teaching plan should be the same for every class" and "should be changed from time to time regardless of the topic being discussed". The proportioning of responses, by farming areas, followed the above pattern very consistently.

Phipps asserts:

Too much emphasis cannot be placed on the selection of the proper types of instruction to use in teaching adult classes. The instruction must be adapted to the needs and abilities of an adult group. . . . An alert teacher uses a variety of procedures, merging them together whenever possible.⁷⁴

⁷³ Fleenor, op. cit., p. 30.

⁷⁴ Phipps, op. cit., p. 601.

TABLE LIX

A PERCENTAGE DISTRIBUTION, BY FARMING AREAS, OF THE RESPONSES DESIGNATED BY FARMERS,
TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO
VARYING THE TEACHING PLAN

Area	The plan for teaching should be:											
	The same for every meeting			Changed according to topic discussed			Changed regardless of topic discussed			Based on needs of the members		
	Farmer Teacher Principal			Farmer Teacher Principal			Farmer Teacher Principal			Farmer Teacher Principal		
1	3.0	0.0	0.0	36.4	35.0	29.7	9.1	5.0	10.8	51.5	60.0	59.5
2	0.0	0.0	0.0	33.3	33.3	46.1	0.0	8.3	7.7	66.7	58.3	46.1
3	0.0	0.0	0.0	38.4	26.1	25.9	7.7	13.0	7.4	53.9	60.9	66.7
4	0.0	0.0	0.0	44.4	10.0	42.9	0.0	0.0	0.0	55.6	90.0	57.1
5	0.0	0.0	3.6	45.0	45.8	21.4	10.0	0.0	0.0	45.0	54.2	75.0
6	0.0	0.0	0.0	47.4	20.0	0.0	0.0	0.0	28.6	52.6	80.0	71.4
7	6.1	0.0	0.0	39.4	35.1	35.5	3.0	5.4	3.2	51.5	59.5	61.3
8	5.7	2.7	0.0	39.6	21.6	25.0	1.8	2.7	0.0	52.8	72.9	75.0
9	0.0	0.0	0.0	14.3	45.4	34.5	7.1	13.6	3.4	78.6	40.9	62.1
10	0.0	0.0	0.0	30.0	36.4	27.3	10.0	0.0	4.5	60.0	63.6	68.2
11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
Per cent of Total	2.7	0.4	0.4	37.9	32.7	28.6	4.9	5.2	5.0	54.5	61.6	66.0
Total Number	6	1	1	85	76	68	11	12	12	122	143	157
Range	0-3	0-1	0-1	0-13	0-14	0-11	0-3	0-3	0-3	1-28	0-27	4-24

Schmidt and Ross state:

The particular type of educational procedure to be used in evening school work depends upon the subject to be pursued in the evening class, upon the objectives of the class, and upon the apperceptive base of those attending the meetings.⁷⁵

Bulletin No. 89 proposes that the choice of teaching plan will depend upon:

- (1) The character of the teaching unit.
- (2) The characteristics of the group.
- (3) The working conditions.⁷⁶

Formality in the class. The data of Table LX present the opinions of 224 farmers, 232 teachers and 238 secondary school principals relative to the "formality to be observed in adult farmer classes". Ninety-six, or 42.9 per cent, of the participating farmers, 113, or 57.3 per cent of the teachers represented in the study and 139, or 58.4 per cent, of the participating school administrators reflected an opinion with respect to the feeling, "the discussion should be rather informal, but with rules of conduct formed by the group itself". The thinking, "the discussion should be rather informal with all members participating without too many rules of conduct", was supported by 22.3 per cent, 30.2 per cent and 31.1 per cent, respectively. Fifty-three, or 23.6 per cent, of the tillers of the soil, 25, or 10.8 per cent, of the teachers of agriculture and 18, or 7.5 per cent, of the administrators reflected an opinion with regard to the assertion, "the discussion should be controlled by the teacher or group leader". Some incidence of farmer returns was also noted relative to the

⁷⁵ Schmidt and Ross, op. cit., p. 47.

⁷⁶ Bulletin No. 89, op. cit., p. 17.

opinion, "the discussion should be rather formal and follow the accepted rules for conducting public meetings". The proportioning of responses, by farming areas, followed consistently the above distribution with the exceptions that the principal returns from the "Central Louisiana Over-Pine Area" and the teacher responses from the "Central Louisiana Mixed Farming Area" reflected a somewhat higher incidence toward the "rather informal without too many rules of conduct" opinion and that farmer responses from the "Sugar Cane Area" reflected a tendency toward the opinion, "the discussion should be controlled by the teacher or group leader".

The Special Helps Bulletin Number 10 of Texas stresses informality as it proposes:

All methods used with farmers should be more or less informal. Farmers resent the implication of anything that suggests an old-time school or classroom situation. Informality is a means of dispensing with the school atmosphere and inducing a spirit of equality which reduces to the least possible significance relations of teacher and learners.⁷⁷

Schmidt and Ross set forth:

Informality should characterize the practices in an evening school. Adults do not return to school for grades, for credit or diplomas; they return thinking they can get something which will help them in their immediate farming problems.⁷⁸

Ekstrom and McClelland suggest: "The physical arrangement for a situation in which the conference procedure is used should be such as to make for informality and to encourage a direct exchange of ideas among the members."⁷⁹

77 Bulletin No. 10, op. cit., p. 16.

78 Schmidt and Ross, op. cit., p. 85.

79 Ekstrom and McClelland, op. cit., p. 80.

TABLE LX

A PERCENTAGE DISTRIBUTION, BY FARMING AREAS, OF THE RESPONSES DESIGNATED BY FARMERS,
TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO
THE FORMALITY TO BE OBSERVED IN AN ADULT FARMER CLASS

Area	The discussion should be:											
	Rather formal— following accepted rules			Rather informal— not too many rules			Rather informal— rules decided by group			Controlled by group leader		
	Farmer Teacher Principal			Farmer Teacher Principal			Farmer Teacher Principal			Farmer Teacher Principal		
1	9.1	0.0	0.0	27.2	25.0	29.7	33.3	67.5	67.6	30.3	7.5	2.7
2	0.0	0.0	7.7	16.7	25.0	53.8	66.7	58.3	30.8	16.7	16.6	7.7
3	7.7	0.0	3.7	11.5	30.4	18.5	50.0	65.2	70.4	30.8	4.3	7.4
4	22.2	0.0	14.3	33.3	50.0	14.3	22.2	40.0	42.9	22.2	10.0	28.6
5	5.0	4.2	3.6	20.0	16.7	21.4	60.0	58.3	60.7	15.0	20.8	14.3
6	0.0	0.0	0.0	31.6	20.0	42.9	57.9	80.0	57.1	10.5	0.0	0.0
7	18.2	0.0	3.2	24.2	32.4	35.5	36.4	59.5	58.1	21.2	8.1	3.2
8	18.9	8.1	0.0	20.8	45.9	40.6	39.6	37.8	50.0	20.8	8.1	9.4
9	7.1	0.0	3.4	14.3	13.6	24.1	35.7	63.6	65.5	42.9	22.7	6.9
10	0.0	0.0	4.5	30.0	36.4	36.4	50.0	54.5	50.0	20.0	9.1	9.1
11	0.0	0.0	0.0	0.0	0.0	40.0	0.0	0.0	60.0	100.0	0.0	0.0
Per cent of Total	11.2	1.7	3.0	22.3	30.2	31.1	42.9	57.3	58.4	23.6	10.8	7.5
Total Number	25	4	7	50	70	74	96	133	139	53	25	18
Range	0-10	0-3	0-1	0-11	0-17	1-13	0-21	0-27	3-25	1-11	0-5	0-3

Types of recommendations to be arrived at. The data of Table LXI present the thinking of farmers, teachers of agriculture and secondary school principals relative to the "type of recommendations to be arrived at in adult farmer discussions". Of the 224 farmers, 232 teachers of agriculture and 238 secondary school administrators represented in this study, 109, or 48.6 per cent, of the tillers of the soil, 78, or 33.6 per cent, of the teachers and 116, or 48.8 per cent, of the principals indicated an opinion with respect to the thinking, "the discussion should lead to rather general recommendations so that each farmer may form his own practices". Forty-one and one tenth per cent of the farmers, 52.2 per cent of the teachers and 37.8 per cent of the school administrators expressed the opinion, "the discussion should lead to practices closely lined up with those recommended by the experiment stations". The opinion, "the discussion should lead to rather definite and detailed recommendations as to the practices to be used", was designated by 10.3 per cent, 14.2 per cent and 13.4 per cent, respectively. Exceptions were noted in the general patterning of the farmer responses from the "Red River Delta Cotton Area" and "Louisiana Rice Area", the returns from which reflected a weighting toward the opinion, "closely lined up with the practices recommended by the experiment stations". Teacher and principal responses were relatively consistent throughout with the exception that the principal returns from the "Sugar Cane Area" indicated a somewhat higher incidence with respect to the "experiment station recommendations" opinion.

Phipps has this to say pertaining to this item:

The importance of farmers understanding, selecting, and adopting approved practices which can be put into effect cannot be overemphasized. After a group discussion under the guidance of an instructor has been conducted, and after definite conclusions based on experimental data and the experiences of local farmers have been reached,

TABLE LXI

A PERCENTAGE DISTRIBUTION, BY FARMING AREAS, OF THE RESPONSES DESIGNATED BY FARMERS, TEACHERS
OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO THE TYPE OF
RECOMMENDATIONS TO BE ARRIVED AT IN ADULT FARMER DISCUSSIONS

Area	Discussion of the topic should lead to:								
	Definite and detailed recommendations			General recommendations—farmers form own practices			Those recommended by experiment stations		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	21.2	10.0	10.8	45.5	40.0	51.4	33.3	50.0	37.8
2	0.0	0.0	7.7	50.0	41.6	61.5	50.0	58.3	30.8
3	15.4	13.0	7.4	26.9	13.0	44.4	57.6	73.9	48.1
4	22.2	30.0	14.3	44.4	40.0	42.9	33.3	30.0	42.9
5	10.0	8.3	10.7	30.0	33.3	53.5	60.0	58.3	35.7
6	5.3	0.0	14.3	52.6	40.0	71.4	42.1	60.0	14.3
7	9.1	18.9	9.7	60.6	27.0	48.4	30.3	54.1	41.9
8	3.8	10.8	18.7	60.4	48.6	53.1	35.9	40.5	28.1
9	14.3	27.3	17.2	50.0	22.7	24.1	35.7	50.0	58.6
10	0.0	18.2	22.7	50.0	31.8	54.5	50.0	50.0	22.7
11	0.0	0.0	20.0	0.0	0.0	60.0	100.0	0.0	20.0
Per cent of Total	10.3	14.2	13.4	48.6	33.6	48.8	41.1	52.2	37.8
Total Number	23	33	32	109	78	116	92	121	90
Range	0-7	0-7	1-6	0-32	0-16	3-19	1-19	0-20	1-17

each farmer should carefully analyze his own situation and definitely decide which approved practices he can and will put into effect.⁸⁰

Ekstrom and McClelland state:

In light of the conclusions the class is in a position to suggest a plan of action. At this point, definite practices should be listed and a preliminary check made as to the members who propose to use the practices.⁸¹

Fleenor delineates the use of recommendations from the experiment stations as he reports: "Forty-three per cent of teachers indicated that they made very much use of experimental station results, and 34 per cent of the teachers indicated much use."⁸²

Information to be presented. The data of Table LXII present the opinions of 224 farmers, 232 teachers and 238 secondary school principals relative to the "information to be presented in a discussion by an adult farmer class". The opinion, "the topic should be organized to include, in addition to the information needed to solve immediate problems, additional information on related or future problems", claimed the support of 132, or 58.9 per cent, of the represented farmers, 147, or 64.3 per cent, of the participating teachers of agriculture and 159, or 66.8 per cent, of the school administrators represented in this study. Twenty-nine, or 12.9 per cent, of the farmers, 59, or 25.4 per cent, of the teachers and 59, or 24.7 per cent, of the principals reflected the opinion, "the topic should be organized to include only such information as will be needed by the farmer to solve his immediate problems". Twenty-eight and one tenth per

⁸⁰ Phipps, op. cit., p. 604.

⁸¹ Ekstrom and McClelland, op. cit., p. 82.

⁸² Fleenor, op. cit., p. 61.

TABLE LXII

A PERCENTAGE DISTRIBUTION, BY FARMING AREAS, OF THE RESPONSES DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO THE INFORMATION TO BE PRESENTED IN A DISCUSSION BY AN ADULT FARMER CLASS

The topic should be organized to include:									
Area	All the information available about the topic			Only such information as is needed to solve immediate problems			Should also include information on related or future problems		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	18.2	5.0	2.7	15.1	30.0	29.7	66.7	65.0	67.6
2	50.0	8.3	7.7	0.0	8.3	15.4	50.0	83.3	76.9
3	26.9	8.7	11.1	19.2	26.1	25.9	53.9	65.2	62.9
4	11.1	30.0	14.3	33.3	10.0	14.3	55.6	60.0	71.4
5	35.0	12.5	7.1	15.0	29.1	7.1	50.0	58.3	85.7
6	36.8	0.0	0.0	10.5	60.0	57.1	52.6	40.0	42.9
7	39.4	10.8	9.7	9.1	35.1	19.4	51.5	54.1	70.9
8	24.5	18.9	12.5	9.4	24.3	40.6	66.0	56.8	46.9
9	14.3	13.6	3.4	14.3	13.6	31.0	71.4	72.7	65.5
10	40.0	4.5	13.6	10.0	18.2	18.2	50.0	77.2	68.2
11	0.0	0.0	20.0	0.0	0.0	0.0	100.0	0.0	80.0
Per cent of Total	28.1	11.2	8.4	12.9	25.4	24.7	58.9	63.4	66.8
Total Number	63	26	20	29	59	59	132	147	159
Range	0-13	0-7	0-4	0-5	0-13	0-13	1-35	0-26	3-25

cent, 11.2 per cent and 8.4 per cent, respectively, indicated the opinion, "the topic should be organized to include all the information available about the topic". The proportioning of responses, by farming areas, was relatively constant with the exceptions that the farmer responses of the "Cut-Over Flatwoods Area" and the principal returns from the "Brown Loam Mixed Farming Area" indicated a weighting toward the opinion, "only such information as is needed to solve immediate problems".

Bulletin No. 89 (Revised 1930) has this to say relative to providing information:

Although there is a general tendency to attempt too large a unit in an evening school, experience points to the fact that the best work in evening classes can be done in definite intensive courses rather than those of a general nature. The subject matter of the class should be based on the jobs which the farmers must do in order to conduct the farm enterprise successfully. General information on a wide range of activities should be discouraged, and detailed studies of smaller units should be emphasized.⁸³

The Georgia Bulletin Number 20 asserts:

Farmers are expecting definite information that will help them with their problems when they come out of an evening school. They are not, as a rule, interested in big "ballyhoo" programs, where general problems are discussed. They want facts they can use.⁸⁴

Problems to be included. The data of Table LXIII portray the thinking of 224 farmers, 232 teachers and 238 secondary school principals relative to the "problems to be included in an adult farmer class". One hundred and seventy-three, or 77.2 per cent, of the participating farmers, 141, or 60.8 per cent, of the represented teachers and 131, or 55.0 per cent, of the represented school administrators designated the

83 Bulletin No. 89 (Revised 1930), op. cit., p. 7.

84 Bulletin No. 20, op. cit., p. 16.

opinion, "the course of instruction should be organized around new developments and possible future problems as well as present problems in the community". The assertion, "the course of instruction should be organized around present or future problems not only of the community, but of the state and nation as well", claimed the support of 10.3 per cent of the farmers, 25.8 per cent of the teachers and 31.5 per cent of the principals. Nine and four tenths per cent, 10.8 per cent and 9.7 per cent, respectively, reflected an opinion with respect to "the course of instruction should be organized around only present problems of immediate need in the community". A slight incidence of responses was designated for the "only instruction that is new and different from that which is practiced in the community" opinion. The patterning of responses, by farming areas, followed the above distribution relatively consistently.

Schmidt and Ross comment on the selection of the problem as they state: "The work done in an evening class should be such as helps the farmers to solve their immediate problems. They must feel that what they are gaining is a help to them in their occupation."⁸⁵

Phipps says: "It, however, is important to select courses that are needed and to secure enrollees that are interested in the instruction and who will benefit by it."⁸⁶

Strong remarks:

Courses on current farm problems had larger enrollments, greater average attendance, and more persistency of attendance than one or two unit courses. Sixty-seven per cent of the 1945-46 evening schools were current problem types and, the same percentage of instructors

⁸⁵ Schmidt and Ross, op. cit., p. 55.

⁸⁶ Phipps, op. cit., p. 590.

TABLE LXIII

A PERCENTAGE DISTRIBUTION, BY FARMING AREAS, OF THE RESPONSES DESIGNATED BY FARMERS,
TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO
THE PROBLEMS TO BE INCLUDED IN AN ADULT FARMER COURSE

Area	The course of instruction should be organized around:											
	Present problems of immediate need			New developments and future problems			Only instruction that is new and different			State or National problems, present or future		
	Farmer Teacher Principal			Farmer Teacher Principal			Farmer Teacher Principal			Farmer Teacher Principal		
1	3.0	7.5	5.4	84.8	55.0	54.1	0.0	2.5	2.7	12.1	35.0	37.8
2	0.0	0.0	0.0	83.3	66.7	69.2	0.0	0.0	0.0	16.7	33.3	30.8
3	11.5	17.4	14.8	80.8	47.8	59.3	3.8	0.0	0.0	3.8	34.8	25.9
4	0.0	20.0	0.0	77.8	60.0	57.1	11.1	0.0	0.0	11.1	20.0	42.9
5	15.0	0.0	3.6	80.0	70.8	64.3	0.0	8.3	7.1	5.0	20.8	25.0
6	10.5	0.0	28.6	78.7	100.0	42.9	5.3	0.0	0.0	5.3	0.0	28.6
7	9.1	21.6	6.4	63.6	62.2	51.6	6.1	0.0	3.2	21.2	16.2	38.7
8	15.1	8.1	18.7	75.5	56.8	43.7	3.8	2.7	6.2	5.7	32.4	31.2
9	7.1	9.1	6.9	78.6	81.8	51.7	0.0	0.0	6.9	14.3	9.1	34.5
10	0.0	13.6	18.2	80.0	45.4	63.6	0.0	9.1	0.0	20.0	31.8	18.2
11	0.0	0.0	0.0	100.0	0.0	40.0	0.0	0.0	20.0	0.0	0.0	40.0
Per cent of Total	9.4	10.8	9.7	77.2	60.8	55.0	3.1	2.6	3.8	10.3	25.8	31.5
Total Number	21	25	23	173	141	131	7	6	9	23	60	75
Range	0-8	0-8	0-6	1-40	0-23	2-20	0-2	0-2	0-2	0-7	0-14	2-14

avored them; but 87 per cent of the farmers favored them, with only four per cent favoring one unit, and nine per cent two unit courses.⁸⁷

Fleenor reported that the findings of his study indicated:

"Ninety-seven and three tenths per cent of the teachers presented the lesson in a way that made local problems the basic part of the discussion."⁸⁸

The Georgia Bulletin No. 20 comments on new enterprise as it says:

While some splendid results have come from evening schools in potential or new enterprises, however, their possibilities should be studied closely, and the interest on part of farmers very keen before an evening class is conducted.⁸⁹

The inclusion of related problems. The opinions of farmers, teachers of agriculture and secondary school principals relative to the "inclusion of related problems in the adult farmer course" are presented by the data of Table LXIV. Of the 224 farmers, 232 teachers and 238 school administrators represented in this study, 117, or 52.2 per cent of the tillers of the soil, 171, or 73.7 per cent, of the teachers and 167, or 70.2 per cent of the principals reflected an opinion with respect to "the course of instruction should be organized around, in addition to the agricultural training, some study of problems relating to community and family living". The assertion, "the course of instruction should contain certain topics such as science and mathematics related to agriculture, reading, writing, health", was designated by 22.8 per cent of the farmers, 15.1 per cent of the teachers and 18.9 per cent of the

⁸⁷ Wayne D. Strong, "Types of Courses and Use of Speakers in Agriculture Evening Schools," (unpublished Master's thesis, Iowa State College, Ames, 1946).

⁸⁸ Fleenor, op. cit., p. 56.

⁸⁹ Georgia Bulletin No. 20, op. cit., p. 16.

principals. Some incidence of responses was reflected relative to the opinion, "should be confined only to agricultural work"; 25.0 per cent, 11.2 per cent and 10.9 per cent, respectively, reflected an opinion in keeping with this alternative. Teacher and principal responses followed the above patterning very consistently; exceptions were noted in the proportioning of the farmer returns, however, as the farmers from the "Central Louisiana Mixed Farming Area" and "Sugar Cane Area" expressed a slight weighting with respect to "the inclusion of related science and mathematics, reading, writing and health".

Hamlin has this to say about related subjects:

The use of a large and active council, early and definite enrollment, early and adequate planning, an enrollment fee, and successful parallel classes for adults in other subjects was associated with the large enrollment in many classes.⁹⁰

Phipps affirms this as he states:

Farm family living and rural citizenship courses meet a real need. Adult farmers welcome instruction on how to better their farm family life and on the understanding of local, county, state, and national problems and their relationships to agriculture and to them as farmers.⁹¹

Hammonds asserts:

Agriculture teachers have been pioneers in education for adults in rural communities. They have "blazed the trail". After adult courses in agriculture, other adult courses have followed--in home-making, general education, etc. In their pioneer work, teachers of agriculture have made and are making a great contribution to adult education in general.⁹²

90 Herbert McKee Hamlin, "Attendance at Iowa's Agriculture Evening Schools, Non-thesis study, Iowa State College, Ames, 1939.

91 Phipps, op. cit., p. 584.

92 Hammonds, op. cit., p. 269.

TABLE LXIV

A PERCENTAGE DISTRIBUTION, BY FARMING AREAS, OF THE RESPONSES DESIGNATED BY FARMERS,
TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO THE
INCLUSION OF RELATED PROBLEMS IN THE ADULT FARMER COURSE

Area	The course of instruction should be organized around:								
	Problems of community and family living as well as agricultural problems			Be confined only to agriculture			Should contain science, mathematics, reading, writing, health		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	54.5	75.0	67.6	27.2	7.5	13.5	18.2	17.5	18.9
2	50.0	66.7	76.9	33.3	8.3	0.0	16.7	25.0	23.1
3	53.9	56.5	77.8	26.9	17.4	3.7	19.2	26.1	18.5
4	55.6	90.0	71.4	33.3	10.0	0.0	11.1	0.0	28.6
5	40.0	79.2	75.0	30.0	12.5	7.1	30.0	8.3	17.8
6	42.1	100.0	85.7	42.1	0.0	14.3	15.8	0.0	0.0
7	66.7	75.7	64.5	18.2	13.5	9.7	15.1	10.8	25.8
8	45.3	64.9	65.6	22.6	16.2	15.6	32.1	18.9	18.7
9	57.1	81.8	65.5	14.3	4.5	17.2	28.6	13.6	17.2
10	70.0	77.2	68.2	10.0	9.1	18.2	20.0	13.6	13.6
11	0.0	0.0	80.0	0.0	0.0	0.0	100.0	0.0	20.0
Per cent of Total	52.2	73.7	70.2	25.0	11.2	10.9	22.8	15.1	18.9
Total Number	117	171	167	56	26	26	51	35	45
Range	0-24	0-30	4-25	0-12	0-5	0-5	1-17	0-7	0-8

Time to bring practice before group. The data of Table LXV present the opinions of farmers, teachers of agriculture and secondary school principals relative to the "time that a topic should be brought before an adult farmer class". One hundred and thirty, or 58.0 per cent, of the 224 participating farmers, 161, or 69.3 per cent, of the 232 represented teachers and 137, or 57.6 per cent, of the 238 school administrators represented in the study reflected the opinion, "the topic should be brought before the class about three weeks before the practice will be used on the home farm". The assertion, "the topic should be brought before the group at the time the practice is being used on the home farm", was designated by 23.6 per cent of the farmers, 27.6 per cent of the teachers of agriculture and 35.7 per cent of the school administrators. Some incidence of responses was reflected for the item, "the time the topic is taught will not affect its use on the home farm"; 18.3 per cent, 3.1 per cent and 6.7 per cent, respectively, supported this alternative. The proportioning of responses, by farming areas, was relatively consistent with the exceptions that the farmer returns from the "Cut-Over Flatwoods" and "Brown Loam Mixed Farming" Areas reflected a somewhat higher incidence with respect to the opinion, "the time the topic is taught does not affect its use", and the teacher responses from the "Red River Delta Cotton Area" indicated a slight weighting toward the alternative, "the topic should be brought before the class at the time the practice is being used on the home farm".

The Georgia Bulletin Number 20 has this to say relative to the time a "job" is taught:

Generally speaking, there is no best time or season of year for evening class periods. However, better results may be accomplished

TABLE LXV

A PERCENTAGE DISTRIBUTION, BY FARMING AREAS, OF THE RESPONSES DESIGNATED BY FARMERS,
TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO THE TIME
THAT THE TOPIC SHOULD BE BROUGHT BEFORE THE ADULT FARMER CLASS

Area	The topic should be brought before the class:								
	At the time the practice is being used			About three weeks before it will be used			The time does not affect its use		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	15.1	32.5	37.8	66.7	67.5	62.2	18.2	0.0	0.0
2	0.0	25.0	15.4	100.0	66.7	76.9	0.0	8.3	7.7
3	34.6	56.5	40.7	53.9	43.5	51.8	11.5	0.0	7.4
4	11.1	30.0	42.9	55.6	70.0	57.1	33.3	0.0	0.0
5	15.0	16.7	39.3	65.0	79.2	53.5	20.0	4.2	7.1
6	10.5	20.0	42.9	63.2	80.0	57.1	26.3	0.0	0.0
7	39.4	32.4	35.5	42.4	64.9	54.8	18.2	2.7	9.7
8	26.4	21.6	31.2	56.6	72.9	59.4	16.9	5.4	9.4
9	28.6	18.2	31.0	50.0	72.7	55.2	21.4	9.1	13.8
10	20.0	13.6	45.4	60.0	86.4	54.5	20.0	0.0	0.0
11	0.0	0.0	20.0	100.0	0.0	60.0	0.0	0.0	20.0
Per cent of Total	23.6	27.6	35.7	58.0	69.3	57.6	18.3	3.1	6.7
Total Number	53	64	85	130	161	137	41	7	16
Range	0-14	0-13	1-14	1-30	0-27	3-23	0-9	0-2	0-3

if jobs are taught a short time before they are done in the local community. In other words, the job, "procuring fertilizers for cotton", should be taught just before the farmers buy their supply. As Dr. Thorndike has said: "Other things being equal, the best time to learn anything is just before you have to use it."⁹³

"Level of language" used by teacher. The data of Table LXVI express the thinking of 224 farmers, 232 teachers and 238 secondary school principals relative to the "level of language to be used in instructing adult farmer classes". One hundred and seventy-seven, or 78.9 per cent, of the represented farmers, 205, or 88.4 per cent, of the participating teachers and 214, or 89.9 per cent, of the school administrators reflected the opinion, "the topic should be presented using the terms commonly used in the community". Some incidence of responses was designated with respect to "using terms in the textbooks and/or bulletins on the subject" and "in the language of the teacher or specialist on the topic"; however, the predominance in favor of the first alternative far overshadowed the latter two opinions. The patterning, by farming areas, was also relatively constant with respect to the above outlined distribution.

Phipps comments on the "level of language" as he states: "The teaching procedures are more important than the terminology used. Good teachers use problem-solving procedures regardless of the terminology they employ."⁹⁴

Supplementary reading. The data of Table LXVII present the opinions of farmers, teachers of agriculture and secondary school principals relative to "supplemental reading assignments". The opinion, "the teacher

⁹³ Georgia Bulletin No. 20, op. cit., p. 23.

⁹⁴ Phipps, op. cit., p. 156.

TABLE LXVI

A PERCENTAGE DISTRIBUTION, BY FARMING AREAS, OF THE RESPONSES DESIGNATED BY FARMERS,
TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO THE
"LEVEL OF LANGUAGE" TO BE USED IN INSTRUCTING ADULT FARMER CLASSES

Area	The topic should be presented using:								
	Terms commonly used in community			Terms used in textbook or bulletins on topic			In the language of the teacher or specialist		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	69.6	87.5	89.2	12.1	5.0	10.8	18.2	7.5	0.0
2	83.3	75.0	100.0	0.0	16.6	0.0	16.7	8.3	0.0
3	76.9	91.3	85.2	11.5	8.7	14.8	11.5	0.0	0.0
4	55.6	80.0	100.0	0.0	10.0	0.0	44.4	10.0	0.0
5	75.0	100.0	85.7	10.0	0.0	7.1	15.0	0.0	7.1
6	84.2	80.0	71.4	10.5	20.0	28.6	5.3	0.0	0.0
7	84.8	86.5	87.1	6.1	8.1	9.7	9.1	5.4	3.2
8	83.0	86.5	100.0	9.4	5.4	0.0	7.5	8.1	0.0
9	71.4	95.5	89.7	14.3	4.5	6.9	14.3	0.0	3.4
10	100.0	86.4	86.4	0.0	4.5	9.1	0.0	9.1	4.5
11	100.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0
Per cent of Total	78.9	88.4	89.9	8.9	6.4	8.0	12.1	5.2	2.2
Total Number	177	205	214	20	15	19	27	12	5
Range	5-44	0-35	5-33	0-5	0-2	0-4	0-6	0-3	0-2

can suggest additional reading for those who wish to use it", was designated by 115, or 51.3 per cent, of the 224 represented farmers, 144, or 62.7 per cent, of the 232 participating teachers of agriculture and 147, or 61.7 per cent, of the 238 represented school administrators. Sixty-one, or 27.2 per cent, of the tillers of the soil, 57, or 24.6 per cent, of the teachers and 45, or 18.9 per cent, of the principals reflected an opinion with respect to "the teacher should print a summary of material about the problem to give to the members". Some incidence was noted relative to the thinking, "additional reading assignments from books and/or bulletins should be given by the teacher"; 15.2 per cent, 4.3 per cent and 11.4 per cent, respectively, reflected this alternative. The assertion, "no additional reading should be assigned", was supported by some of the participants. Exceptions to the above proportioning, by farming areas, were noted in the teacher and principal returns from the "Central Louisiana Over-Pine Area" and the farmer responses from the "Brown Loam Mixed Farming Area"; returns from these participants reflected a weighting of "the teacher should print a summary" opinion. Also noted was the fact that teacher responses from the "Louisiana Rice Area" and "Brown Loam Mixed Farming Area" tended toward the thinking, "no additional reading should be assigned".

Bulletin No. 89 (Revised 1930) comments on supplemental reading as it states:

Printed material for supplementary reading is made available in many schools and should be encouraged in others. Such materials should not be passed out but should be explained and made available for those who want it at the close of the meeting. This often gives members of the group opportunity to go deeper into the subject than

TABLE LXVII

A PERCENTAGE DISTRIBUTION, BY FARMING AREAS, OF THE RESPONSES DESIGNATED BY FARMERS,
TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS RELATIVE TO THE
ASSIGNMENT OF RELATED READING TO MEMBERS OF ADULT FARMER CLASSES

Area	I believe that:											
	Additional reading to be given by the teacher			No additional reading should be given			The teacher should print a summary			Teacher can suggest read- ing for those who want it		
	Farmer Teacher Principal			Farmer Teacher Principal			Farmer Teacher Principal			Farmer Teacher Principal		
1	15.1	5.0	10.8	3.0	10.0	10.8	33.3	27.5	13.5	48.5	57.5	64.9
2	16.7	8.3	15.4	0.0	8.3	15.4	16.7	50.0	38.5	66.7	33.3	30.8
3	30.8	0.0	18.5	7.7	0.0	3.7	26.9	26.1	18.5	34.6	73.9	59.3
4	22.2	10.0	28.6	11.1	20.0	0.0	11.1	10.0	28.6	55.6	60.0	42.9
5	5.0	0.0	7.1	5.0	20.8	3.6	20.0	16.7	17.8	70.0	62.5	71.4
6	0.0	0.0	14.3	5.3	20.0	14.3	52.6	0.0	14.3	42.1	80.0	57.1
7	9.1	5.4	6.4	3.0	5.4	6.4	42.4	21.6	22.6	45.5	67.6	64.5
8	18.9	2.7	6.2	7.5	10.8	9.4	18.9	16.2	18.7	54.8	70.3	65.6
9	14.3	9.1	10.3	14.3	4.5	13.8	14.3	36.4	13.8	57.1	50.0	62.1
10	20.0	4.5	18.2	10.0	4.5	4.5	0.0	31.8	13.6	70.0	59.1	63.6
11	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	40.0	0.0	0.0	60.0
Per cent of Total	15.2	4.3	11.4	6.3	9.0	8.0	27.2	24.6	18.9	51.3	62.1	61.7
Total Number	34	10	27	14	21	19	61	57	45	115	144	147
Range	0-10	0-2	0-5	0-4	0-5	0-4	0-14	0-11	1-6	0-29	0-26	3-24

the group can go. The school library is also made available in many cases.⁹⁵

Bulletin No. 89 also proposes:

The practice of summarizing each meeting, having the material mimeographed and distributed at other meetings, is being followed in some places. This gives members of the group information in condensed form for immediate and future references.⁹⁶

Phipps sets forth:

A variety of up-to-date and appropriate references, especially bulletins pertaining to the problem or activities to be considered at the next meeting, should be available. The farmers should be encouraged to take these references home and read them The school library should also be available for the farmers to use and they should be encouraged to secure personal copies of references to file in their home libraries.⁹⁷

Tours to farms of members. The data of Table LXVIII present the opinions of 224 farmers, 232 teachers and 238 secondary school principals relative to the assertion, "An adult farmer class should utilize, as an aid to good teaching, tours to the farms of class members." A "Very Important" appraisal was designated by 81, or 36.1 per cent, of the represented farmers, 144, or 62.1 per cent, of the participating teachers and 129, or 54.2 per cent, of the represented secondary school administrators. One hundred and twenty-six, or 56.3 per cent, of the farmers, 82, or 35.3 per cent, of the teachers and 107, or 44.9 per cent, of the principals reflected an "Important" evaluation for the item. The "Unimportant" weightings were negligible. The pattern of responses, by farming areas, followed consistently the above proportioning with the exceptions that the principal returns from the "Cut-Over Flatwoods", "Brown Loam Mixed

95 Bulletin No. 89, Revised 1930, op. cit., p. 9.

96 Ibid., p. 10.

97 Phipps, op. cit., p. 616.

TABLE LXVIII

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE ASSERTION "AN ADULT FARMER CLASS SHOULD UTILIZE,
AS AN AID TO GOOD TEACHING, TOURS TO THE FARMS OF CLASS MEMBERS" AS DESIGNATED BY
FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	48.5	60.0	59.5	48.5	40.0	40.5	3.0	0.0	0.0
2	16.7	66.7	53.8	83.3	33.3	46.1	0.0	0.0	0.0
3	42.3	78.2	59.3	53.9	21.7	40.7	3.8	0.0	0.0
4	33.3	50.0	28.6	66.7	40.0	71.4	0.0	10.0	0.0
5	30.0	66.7	64.3	60.0	33.3	35.7	10.0	0.0	0.0
6	36.8	80.0	42.9	57.9	20.0	57.1	5.3	0.0	0.0
7	30.3	56.8	48.4	63.6	43.2	48.4	6.1	0.0	3.2
8	26.4	48.6	50.0	58.5	43.2	50.0	15.1	8.1	0.0
9	50.0	86.4	68.9	42.9	9.1	27.5	7.1	4.5	3.4
10	50.0	50.0	31.8	40.0	45.4	68.2	10.0	4.5	0.0
11	100.0	0.0	60.0	0.0	0.0	40.0	0.0	0.0	0.0
Per cent of Total	36.1	62.1	54.2	56.3	35.3	44.9	7.6	2.6	0.8
Total Number	81	144	129	126	82	107	17	6	2
Range	1-16	0-24	2-22	0-31	0-16	2-16	0-8	0-3	0-1

Farming" and "East Louisiana Cotton, Dairy and Strawberry" Areas indicated a tendency toward the "Important" assignment..

Hamlin suggests the following concerning tours:

Farmers in an adult class who are keeping records on their hogs, cows, chickens, like to compare these records and the conditions under which they are produced. A class tour to farmers just after farmers have completed their 56-day weighing of pigs offers excellent opportunities for comparisons of results and procedures. Any other kind of tour can be used to keep the farmers learning from each other. Tours may also be taken to experiment stations, demonstration farms, soil conservation projects and the like.⁹⁸

Phipps states: "Field trips and tours have always been extensively used in vocational agriculture. They are an effective visual aid and must not be neglected as new types of visual aids become available."⁹⁹

Demonstrations on the farms of members. The relative importance, as designated by farmers, teachers of agriculture and secondary school principals, relative to the assertion, "An adult farmer class should utilize, as an aid to good teaching, demonstrations at the farms of members," is reflected by the data of Table LXIX. Again, teacher and principal opinions weighted the item somewhat "more important" than farmer assertions; 84, or 37.5 per cent, of the 224 represented farmers, 155, or 66.8 per cent, of the 232 participating teachers and 131, or 55.1 per cent, of the 238 represented school administrators evaluated the topic as "Very Important" to good teaching. An "Important" appraisal was assigned by 51.8 per cent of the farmers, 32.3 per cent of the teachers and 44.5 per cent of the principals. Teacher and principal weightings in the "Unimportant" classification were negligible; farmer responses reflected

⁹⁸ Hamlin, op. cit., p. 292.

⁹⁹ Phipps, op. cit., p. 928.

TABLE LXIX

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE ASSERTION "AN ADULT FARMER CLASS SHOULD UTILIZE,
AS AN AID TO GOOD TEACHING, DEMONSTRATIONS AT THE FARMS OF MEMBERS" AS DESIGNATED BY
FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	39.4	67.5	54.1	57.6	32.5	45.9	3.0	0.0	0.0
2	50.0	50.0	69.2	50.0	50.0	30.8	0.0	0.0	0.0
3	23.1	78.2	51.8	73.1	21.7	48.1	3.8	0.0	0.0
4	22.2	70.0	71.4	44.4	20.0	28.6	33.3	10.0	0.0
5	30.0	66.7	64.3	55.0	33.3	35.7	15.0	0.0	0.0
6	52.6	60.0	28.6	42.1	40.0	71.4	5.3	0.0	0.0
7	42.4	67.6	41.9	54.5	32.4	58.1	3.0	0.0	0.0
8	33.9	59.5	50.0	45.3	37.8	50.0	20.8	2.7	0.0
9	50.0	72.7	75.9	35.7	27.3	24.1	14.3	0.0	0.0
10	40.0	68.2	36.4	50.0	31.8	59.1	10.0	0.0	4.5
11	100.0	0.0	80.0	0.0	0.0	20.0	0.0	0.0	0.0
Per cent of Total	37.5	66.8	55.1	51.8	32.3	44.5	10.7	0.9	0.4
Total Number	84	155	131	116	75	106	24	2	1
Range	1-18	0-27	2-22	0-24	0-14	1-18	0-11	0-1	0-1

an incidence of 24, or 10.7 per cent, for this relative consideration. The patterning of farmer and teacher returns, by farming areas, followed consistently the above proportioning; principal responses from the "Brown Loan Mixed Farming Area", "Mississippi Delta Cotton Area" and "East Louisiana Cotton, Dairy and Strawberry Area" indicated a somewhat heavier weighting of the "Important" appraisal.

Hamlin reports:

Demonstrations by individual farmers or groups of farmers for the benefit of the entire class and community have proven to be quite satisfactory. Members of the groups are glad to try out these practices with the help of the teacher and to make the results available to others.¹⁰⁰

Ekstrom and McClelland suggest:

The field trip offers excellent possibilities for demonstrating and evaluating practices and is sometimes a most effective means of interesting the members in applying to their own situations the practices observed.¹⁰¹

Use of moving pictures. The data of Table LXX reflect the opinions of 224 farmers, 232 teachers and 238 principals relative to the "use of motion pictures as an aid to good teaching". One hundred and twenty-eight, or 57.1 per cent, of the represented farmers, 135, or 58.2 per cent, of the participating teachers and 153, or 64.3 per cent, of the school administrators represented in the study indicated that they felt the use of the item to be "Important" to good teaching. Thirty-one and seven tenths per cent, 40.1 per cent and 33.2 per cent, respectively, evaluated the topic as "Very Important". Some incidence of responses was noted for the "Unimportant" weighting. Area determinations demonstrated

¹⁰⁰ Hamlin, op. cit., p. 291.

¹⁰¹ Ekstrom and McClelland, op. cit., p. 88.

a relatively constant patterning, with the exceptions that the teacher responses from the "Brown Loam Mixed Farming Area" and "East Louisiana Cotton, Dairy and Strawberry Area" and the farmer returns from the "Mississippi Delta Cotton Area" designated a somewhat heavier weighting of the "Very Important" appraisal.

The Georgia Bulletin No. 20 stresses the use of films as it sets forth:

After a job has been studied a motion picture dealing with the problems connected with it is a splendid way to drive home the practices agreed to be best. It is usually best to study and discuss the job before the picture is shown. If films are used an effort should be made to secure those that deal directly with the job studied in class.¹⁰²

Albertson cites the values of film presentations as he lists:

It was found that:

- (1) Visual methods tend to increase learning of the entire group;
- (2) the greater advantage in visual method appeared to be with the lower quartile;
- (3) the use of the motion picture film appeared to increase retention;
- (4) the groups were less variable in learning when motion pictures were used;
- (5) film presentations were especially effective in two types of subject matter, that involving action and that of a practical nature; and
- (6) the most effective of the visual methods used was that in which there was no study period as such, but where the entire time was devoted to showing the film "slow-downed" with comments by the instructor.¹⁰³

102 Georgia Bulletin No. 20, op. cit., p. 22.

103 Frederick William Albertson, "The Relative Value of the Motion-Picture Film as a Teaching Device in the Field of Agriculture," (unpublished Master's thesis, University of Missouri, Columbia, 1930).

TABLE LXX

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE ASSERTION "AN ADULT FARMER CLASS SHOULD UTILIZE, AS AN AID TO GOOD TEACHING, MOVING PICTURES" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	30.3	42.5	37.8	60.6	57.5	62.2	9.1	0.0	0.0
2	33.3	41.6	23.1	33.3	50.0	76.9	33.3	8.3	0.0
3	34.6	34.8	29.6	65.4	65.2	66.7	0.0	0.0	3.7
4	11.1	50.0	14.3	66.7	50.0	71.4	22.2	0.0	14.3
5	20.0	37.5	42.9	65.0	58.3	57.1	15.0	4.2	0.0
6	42.1	60.0	28.6	52.6	40.0	71.4	5.3	0.0	0.0
7	45.5	40.5	38.7	33.3	59.5	54.8	21.2	0.0	6.4
8	22.6	35.1	21.9	64.1	64.9	75.0	13.2	0.0	3.1
9	57.1	27.3	34.5	42.9	68.2	62.1	0.0	4.5	3.4
10	20.0	54.5	31.8	80.0	40.9	68.2	0.0	4.5	0.0
11	0.0	0.0	60.0	100.0	0.0	40.0	0.0	0.0	0.0
Per cent of Total	31.7	40.1	33.2	57.1	58.2	64.3	11.2	1.7	2.5
Total Number	71	93	79	128	135	153	25	4	6
Range	0-15	0-17	1-14	1-34	0-24	2-24	0-7	0-1	0-2

Use of "film slides". The responses of 224 farmers, 232 teachers and 238 principals relative to the "use of film slides as an aid to good teaching" are presented by the data of Table LXXI. One hundred and thirty-eight, or 61.6 per cent, of the participating farmers, 141, or 60.8 per cent, of the teachers of agriculture represented in the study and 158, or 66.4 per cent, of the participating school administrators indicated an appraisal of "Important" for this item. A "Very Important" evaluation was assigned by 20.5 per cent of the tillers of the soil, 36.6 per cent of the teachers and 30.2 per cent of the secondary school principals. Forty, or 17.9 per cent, of the farmers, six, or 2.6 per cent, of the teachers and eight, or 3.4 per cent, of the principals indicated a weighting of "Unimportant". Teacher and principal responses, by farming areas, followed closely the above distribution. Farmer responses, however, reflected a tendency toward the "Unimportant" assignment, especially in the "Red River Delta Cotton", "Cut-Over Flatwoods", "Louisiana Rice" and "Central Louisiana Mixed Farming" Areas.

Ekstrom and McClelland comment on the use of film slides as they state:

Film strips on a wide variety of agricultural subjects are now available at small cost from the United States Department of Agriculture and other sources. By their use, it is possible to provide clear illumination with projectors which are easily operated. Projections can be stopped at any time for discussion purposes. The main objectives to the film strip are that certain frames may not be applicable to the problem under consideration The film slide overcomes this objection and is becoming increasingly popular as a form of visual instruction. In using slides, the sequence of projections can be arranged to suit the occasion and frames can be deleted or added as desired.¹⁰⁴

104 Ekstrom and McClelland, op. cit., p. 93.

TABLE LXXI

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE ASSERTION "AN ADULT FARMER CLASS SHOULD UTILIZE, AS AN AID TO GOOD TEACHING, FILM SLIDES" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	21.2	35.0	35.1	66.7	62.5	64.9	12.1	2.5	0.0
2	16.7	41.6	30.8	50.0	50.0	61.5	33.3	8.3	7.7
3	15.4	39.1	33.3	84.6	60.9	59.3	0.0	0.0	7.4
4	0.0	60.0	14.3	55.6	40.0	71.4	44.4	0.0	14.3
5	10.0	41.6	39.3	55.0	54.2	57.1	35.0	4.2	3.6
6	31.6	40.0	14.3	52.6	60.0	85.7	15.8	0.0	0.0
7	36.4	32.4	25.8	48.5	67.6	74.2	15.1	0.0	0.0
8	11.3	29.7	18.7	66.0	64.9	75.0	22.6	5.4	6.2
9	50.0	18.2	37.9	42.9	81.8	58.6	7.1	0.0	3.4
10	10.0	54.5	22.7	70.0	40.9	77.2	20.0	4.5	0.0
11	0.0	0.0	60.0	100.0	0.0	40.0	0.0	0.0	0.0
Per cent of Total	20.5	36.6	30.2	61.6	60.8	66.4	17.9	2.6	3.4
Total Number	46	85	72	138	141	158	40	6	8
Range	0-12	0-14	1-13	1-35	0-25	2-24	0-12	0-2	0-2

Use of charts and graphs. The data of Table LXXII present the opinions of the three groups of participants relative to "the use of charts and graphs". One hundred and forty, or 62.5 per cent of the 224 participating farmers, 140, or 60.3 per cent, of the 232 represented teachers of agriculture and 165, or 69.3 per cent of the 238 participating secondary school administrators evaluated the use of this item as "Important" to good teaching. A "Very Important" appraisal was designated by 17.9 per cent of the farmers, 37.5 per cent of the teachers and 23.9 per cent of the principals. Some incidence of responses was noted for the "Unimportant" reckoning. An exception to the over-all proportioning of responses is noted with respect to the farmer returns from the "Central Louisiana Mixed Farming Area"; opinions from the rural participants of this area reflected a weighting toward the "Unimportant" classification.

Bulletin No. 20 of Georgia comments on the use of charts as it sets forth:

The most practical and inexpensive means of teaching experimental data when figures are involved is by use of charts. Charts for evening class instruction may be made in a very short time, and at practically no cost. Simple, inexpensive charts are most practical.¹⁰⁵

Fleenor's study found:

A wide variety of teaching devices has been used in teaching adult farmers. The returned information blanks show the classroom devices which teachers use . . . The blackboard is the device most frequently used; bulletins and charts are next in order of frequency of mention. . . . The use of charts was reported by all teachers in Georgia, Mississippi and Tennessee.¹⁰⁶

¹⁰⁵ Bulletin No. 20, op. cit., p. 21.

¹⁰⁶ Fleenor, op. cit., p. 106.

TABLE LXXII

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE ASSERTION "AN ADULT FARMER CLASS SHOULD UTILIZE, AS AN AID TO GOOD TEACHING, CHARTS AND GRAPHS" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	18.2	42.5	29.7	66.7	55.0	64.9	15.1	2.5	5.4
2	0.0	50.0	23.1	83.3	50.0	69.2	16.7	0.0	7.7
3	11.5	26.1	25.9	80.8	73.9	74.1	7.7	0.0	0.0
4	0.0	30.0	28.6	44.4	60.0	57.1	55.6	10.0	14.3
5	10.0	37.5	21.4	65.0	58.3	75.0	25.0	4.2	3.6
6	21.0	40.0	14.3	57.9	60.0	71.4	21.0	0.0	14.3
7	33.3	43.2	22.6	42.4	56.8	70.9	24.2	0.0	6.4
8	11.3	27.0	15.6	66.0	72.9	68.7	22.6	0.0	15.6
9	50.0	36.4	31.0	42.9	63.6	62.1	7.1	0.0	6.9
10	10.0	45.4	18.2	80.0	45.4	77.2	10.0	9.1	4.5
11	0.0	0.0	40.0	100.0	0.0	60.0	0.0	0.0	0.0
Per cent of Total	17.9	37.5	23.9	62.5	60.3	69.3	19.6	2.2	6.7
Total Number	40	87	57	140	140	165	44	5	16
Range	0-11	0-17	1-11	1-35	0-27	3-24	0-12	0-2	0-5

Experimental planting and breeding trials. The data of Table LXXIII present the opinions of the farmers, teachers of agriculture and secondary school principals participating in this study relative to "the utilization of experimental planting and breeding (or feeding) trials on the farms of members as an aid to good teaching". An "Important" evaluation was designated by 124, or 55.4 per cent, of the 224 farmers, 116, or 50.0 per cent, of the 232 teachers of agriculture and 120, or 50.4 per cent, of the 238 represented school administrators. Thirty-nine and three tenths per cent, 43.5 per cent and 45.4 per cent, respectively, appraised the item as "Very Important" to good teaching. A slight incidence of responses was reflected for the "Unimportant" classification. The proportioning of responses followed rather closely the above distribution with the exceptions that teacher returns from the "North Louisiana Upland Cotton Area" and principal responses from the "Central Louisiana Over-Pine Area" reflected a weighting with respect to the "Very Important" appraisal.

Hamlin suggests:

Ordinarily certain new practices emerge from the discussions in a series of adult meetings. Members of the group are glad to try out these practices with the help of the teacher and to make the results available to the others.¹⁰⁷

Lehrman reports:

Members of the group volunteered to set-up field demonstrations and feeding trials on their home farms for examples to the other farmers. Considerable publicity was given to the program by the farmers themselves, especially through conducted tours to observe the results.

¹⁰⁷ Hamlin, op. cit., p. 291.

TABLE LXXIII

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE ASSERTION "AN ADULT FARMER CLASS SHOULD UTILIZE, AS AN AID TO GOOD TEACHING, EXPERIMENTAL PLANTING AND BREEDING (OR FEEDING) TRIALS ON THE FARMS OF MEMBERS" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	42.4	52.5	48.6	48.5	37.5	48.6	9.1	10.0	2.7
2	50.0	50.0	76.9	50.0	41.6	23.1	0.0	8.3	0.0
3	15.4	39.1	48.1	76.9	56.5	48.1	7.7	4.3	3.7
4	33.3	60.0	28.6	55.6	40.0	57.1	11.1	0.0	14.3
5	35.0	37.5	50.0	65.0	54.2	50.0	0.0	8.3	0.0
6	52.6	60.0	28.6	47.4	40.0	57.1	0.0	0.0	14.3
7	39.4	32.4	29.0	60.6	59.5	64.5	0.0	8.1	6.4
8	49.1	45.9	37.5	43.4	48.6	59.4	7.5	5.4	3.1
9	42.9	45.4	51.7	50.0	50.0	41.3	7.1	4.5	6.9
10	20.0	36.4	40.9	70.0	59.1	54.5	10.0	4.5	4.5
11	0.0	0.0	80.0	100.0	0.0	20.0	0.0	0.0	0.0
Per cent of Total	39.3	43.5	45.4	55.4	50.0	50.4	5.3	6.4	4.2
Total Number	88	101	108	124	116	120	12	15	10
Range	0-26	0-21	2-18	1-23	0-22	1-20	0-4	0-3	0-2

What the neighbors can see across the fence provides an additional amount of education.¹⁰⁸

Trips to agricultural plants. The responses of 224 farmers, 232 teachers of agriculture and 238 secondary school principals relative to "the utilization of trips to agricultural plants as an aid to good teaching" are delineated by the data of Table LXXIV. One hundred and twenty-six, or 56.3 per cent, of the represented farmers, 147, or 63.4 per cent, of the participating teachers and 160, or 67.2 per cent, of the represented secondary school principals appraised the utilization of this technique as "Important". A "Very Important" assignment was designated by 32.6 per cent of the farmers, 30.2 per cent of the teachers of agriculture and 30.2 per cent of the school administrators. The "Unimportant" consideration was delineated by some of the participants of all three groups. Area determinations followed consistently the above distribution.

Ekstrom and McClelland have this to say concerning trips: "Educational trips outside the school area are popular with many classes. Some of the trips of this nature are definitely correlated with the instructional program."¹⁰⁹

They also state: "Arrange trips to other farms, to experiment stations, to plants handling agricultural products, to farm credit agencies, etc."¹¹⁰

¹⁰⁸ Eugene Lehrman and Staff, "The Cooperative Approach to Adult Farmer Education in Wausau Community," Agricultural Education Magazine, 24:9, No. 1, July, 1951.

¹⁰⁹ Ekstrom and McClelland, op. cit., p. 135.

¹¹⁰ Ibid., p. 273.

TABLE LXXIV

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE ASSERTION "AN ADULT FARMER CLASS SHOULD UTILIZE, AS AN AID TO GOOD TEACHING, TRIPS TO AGRICULTURAL PLANTS" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Distribution by Percentages									
Area	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	21.2	37.5	32.4	72.7	60.0	67.6	6.1	2.5	0.0
2	33.3	25.0	30.8	50.0	75.0	69.2	16.7	0.0	0.0
3	23.1	39.1	44.4	73.1	56.5	55.5	3.8	4.3	0.0
4	33.3	20.0	28.6	33.3	70.0	71.4	33.3	10.0	0.0
5	35.0	29.1	39.3	45.0	50.0	53.5	20.0	20.8	7.1
6	31.6	20.0	14.3	42.1	80.0	85.7	26.3	0.0	0.0
7	48.5	37.8	12.9	51.5	62.2	87.1	0.0	0.0	0.0
8	32.1	18.9	31.2	58.5	70.3	62.5	9.4	10.8	6.2
9	42.9	31.8	31.0	42.9	68.2	62.1	14.3	0.0	6.9
10	30.0	22.7	22.7	50.0	63.6	77.2	20.0	13.6	0.0
11	0.0	0.0	40.0	100.0	0.0	60.0	0.0	0.0	0.0
Per cent of Total	32.6	30.2	30.2	56.3	63.4	67.2	11.2	6.4	2.5
Total Number	73	70	72	126	147	160	25	15	6
Range	0-17	0-15	2-12	1-31	0-26	3-27	0-5	0-5	0-2

Trips to farms in other communities. The data of Table LXXV present the opinions of the three groups of participants relative to "the utilisation of trips to farms in other communities as an aid to good teaching". One hundred and thirty-seven, or 61.2 per cent, of the 224 represented farmers, 147, or 63.4 per cent, of the 232 participating teachers of agriculture and 144, or 60.5 per cent, of the 238 represented secondary school administrators appraised the use of the item as "Important" to good teaching. A "Very Important" evaluation was given by 50, or 22.3 per cent, of the tillers of the soil, 65, or 28.0 per cent, of the teachers and 83, or 34.9 per cent, of the principals. Some incidence of responses was noted for the "Unimportant" weighting. The patterning of opinions, by farming areas, followed closely the above distribution with the exception that the teacher responses of the "Central Louisiana Over-Pine Area" reflected a somewhat higher incidence for the "Very Important" evaluation and the farmer returns from the "Cut-Over Flatwoods" and "Louisiana Rice" Areas weighted the "Unimportant" consideration somewhat more heavily.

Schroeder suggests:

Farmers like to see what other farmers are doing. This was evidenced by an overwhelming desire for field trips during the summer. The fall season was rated next for this activity. All farmers indicated that they preferred the day-time for field trips.¹¹¹

Lent affirms this thought as he states: "Both teachers and farmers regard the field trip as a practical device in teaching vocational agriculture."¹¹²

¹¹¹ Schroeder, op. cit., p. 279.

¹¹² Joseph M. Lent, "The Field Trip as a Teaching Device in Vocational Agriculture," (unpublished Master's thesis, Rutgers University, New Brunswick, New Jersey, 1944).

TABLE LXXV

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE ASSERTION "AN ADULT FARMER CLASS SHOULD UTILIZE,
AS AN AID TO GOOD TEACHING, TRIPS TO FARMS IN OTHER COMMUNITIES" AS DESIGNATED BY
FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	30.3	37.5	32.4	54.5	60.0	64.9	15.1	2.5	2.7
2	16.7	50.0	46.1	66.7	41.6	46.1	16.7	8.3	7.7
3	23.1	39.1	40.7	69.2	60.9	59.3	7.7	0.0	0.0
4	11.1	20.0	28.6	66.7	70.0	71.4	22.2	10.0	0.0
5	5.0	20.8	32.1	70.0	62.5	60.7	25.0	16.7	7.1
6	26.3	20.0	14.3	47.4	80.0	71.4	26.3	0.0	14.3
7	36.4	35.1	32.3	51.5	54.1	64.5	12.1	10.8	3.2
8	15.1	10.8	37.5	69.8	75.7	56.4	15.1	13.5	6.2
9	21.4	22.7	44.8	57.1	68.2	51.7	21.4	9.1	3.4
10	30.0	22.7	18.2	50.0	68.2	77.2	20.0	9.1	4.5
11	0.0	0.0	60.0	100.0	0.0	20.0	0.0	0.0	20.0
Per cent of Total	22.3	28.0	34.9	61.2	63.4	60.5	16.5	8.6	4.6
Total Number	50	65	83	137	147	144	37	20	11
Range	0-12	0-15	1-13	1-37	0-28	1-24	0-8	0-5	0-2

Phipps supplements these assertions as he states:

The students who participate in a field trip should discuss the trip as soon as possible after the trip is completed. In this discussion, the trip should be summarized and appropriate conclusions developed. The students should also participate in evaluating the trip regarding its contributions to their purposes.¹¹³

Keeping of record books. The data of Table LXXVI present the opinions of farmers, teachers of agriculture and secondary school administrators relative to "the keeping of records as an aid to good teaching". Of the 224 farmers, 232 teachers of agriculture and 238 school administrators participating in the study, 125, or 55.8 per cent, of the tillers of the soil, 128, or 55.2 per cent, of the teachers and 136, or 57.2 per cent, of the principals appraised the use of the item as "Important" to good teaching. A "Very Important" assignment was designated by 32.1 per cent, 36.2 per cent and 37.4 per cent, respectively. Twenty-seven, or 12.1 per cent, of the farmers, 20, or 8.6 per cent, of the teachers and 13, or 5.4 per cent, of the principals evaluated the topic as "Unimportant". The proportioning of responses, by farming areas, was consistent with the exception of the principal returns from the "Red River Delta Cotton Area"; opinions from the school administrators of this area tended toward the "Very Important" appraisal.

Bulletin No. 89 has this to say relative to record keeping:

Keeping records and accounts is an important factor in connection with evening school instruction. All are practically agreed that evening-school pupils should keep records on their supervised practice, for if the farmer is to improve and know that he is improving in his methods of farming he must keep some record of the work he is doing.¹¹⁴

¹¹³ Phipps, op. cit., p. 151.

¹¹⁴ Bulletin No. 89, op. cit., p. 24.

TABLE LXXVI

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE ASSERTION "AN ADULT FARMER CLASS SHOULD UTILIZE,
AS AN AID TO GOOD TEACHING, THE KEEPING OF RECORD BOOKS" AS DESIGNATED BY
FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	39.4	40.0	45.9	54.5	47.5	51.4	6.1	12.5	2.7
2	0.0	41.6	38.5	83.3	50.0	53.8	16.7	8.3	7.7
3	30.8	47.8	55.5	65.4	52.1	44.4	3.8	0.0	0.0
4	33.3	40.0	28.6	44.4	40.0	57.1	22.2	20.0	14.3
5	15.0	45.8	32.1	65.0	50.0	60.7	20.0	4.2	7.1
6	31.6	40.0	42.9	52.6	60.0	57.1	15.8	0.0	0.0
7	48.5	5.1	25.8	45.5	54.1	64.5	6.1	10.8	9.7
8	20.8	18.9	28.1	58.5	72.9	62.5	20.8	8.1	9.4
9	50.0	31.8	44.8	50.0	63.6	51.7	0.0	4.5	3.4
10	50.0	36.4	27.3	40.0	50.0	68.2	10.0	13.6	4.5
11	0.0	0.0	40.0	100.0	0.0	60.0	0.0	0.0	0.0
Per cent of Total	32.1	36.2	37.4	55.8	55.2	57.2	12.1	8.6	5.4
Total Number	72	84	89	125	128	136	27	20	13
Range	0-16	0-16	2-17	1-31	0-27	3-20	0-11	0-5	0-3

Fleenor emphasizes the use of records as he reports: "Three hundred and seventy-seven, or 73.8 per cent of the total number of teachers indicated that a majority of the evening school teachers are securing satisfactory records from their students."¹¹⁵

Use of specimen materials. The opinions of the three groups of participants relative to "the use of specimen materials as an aid to good teaching" are presented by the data of Table LXXVII. One hundred and thirty-nine, or 62.1 per cent, of the 224 participating farmers, 150, or 64.7 per cent, of the 232 teachers represented in this study and 151, or 63.4 per cent, of the represented school administrators appraised the use of specimen material as "Important" to good teaching. Fifty-six, or 25.0 per cent, of the tillers of the soil, 75, or 32.3 per cent, of the teachers and 78, or 32.8 per cent, of the secondary school principals evaluated the technique as "Very Important" to good teaching. Some incidence of opinions was noted for the "Unimportant" classification. Teacher and principal returns reflected a consistent pattern as outlined above; farmer responses, however, demonstrated a somewhat heavier weighting of the "Unimportant" consideration, especially from the "Central Louisiana Over-Pine", "Cut-Over Flatwoods" and "Louisiana Rice" Areas.

Ekstrom and McClelland comment on the use of specimen materials as they state:

It is trite to suggest that specimen materials be used extensively in the teaching of adult classes; nevertheless, we must not lose sight of the fact that dramatization can be more effective where actual objects are used.¹¹⁶

¹¹⁶ Ekstrom and McClelland, op. cit., p. 94.

TABLE LXXVII

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE ASSERTION "AN ADULT FARMER CLASS SHOULD UTILIZE,
AS AN AID TO GOOD TEACHING, MATERIALS THAT ARE THE SAME AS THE SUBJECT DISCUSSED IN CLASS"
AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	33.3	45.0	35.1	63.6	50.0	59.5	3.0	5.0	5.4
2	0.0	25.0	46.1	50.0	75.0	53.8	50.0	0.0	0.0
3	23.1	39.1	29.6	73.1	60.9	66.7	3.8	0.0	3.7
4	11.1	20.0	14.3	33.3	70.0	85.7	55.6	10.0	0.0
5	0.0	29.1	46.4	80.0	66.7	53.5	20.0	4.2	0.0
6	26.3	40.0	28.6	57.9	60.0	71.4	15.8	0.0	0.0
7	39.4	24.3	41.9	48.5	72.9	58.1	12.1	2.7	0.0
8	26.4	32.4	28.1	64.1	64.9	68.7	9.4	2.7	3.1
9	35.7	27.3	24.1	50.0	72.7	62.1	14.3	0.0	13.8
10	10.0	31.8	13.6	80.0	63.6	81.8	10.0	4.5	4.5
11	0.0	0.0	60.0	100.0	0.0	40.0	0.0	0.0	0.0
Per cent of Total	25.0	32.3	32.8	62.1	64.7	63.4	12.9	3.1	3.8
Total Number	56	75	78	139	150	151	29	7	9
Range	0-14	0-18	1-13	1-34	0-27	2-22	0-5	0-2	0-2

They amplify this somewhat as they assert:

The well equipped laboratory in a department of vocational agriculture has a wealth of material which can be used with adult groups, such as plant disease specimens, grain varieties, nodular formations on the roots of leguminous plants, insect mounts, fertilizer samples, inbreds used in producing hybrid seed-corn, potato varieties, grades of grain, spray materials, soil samples and weeds.¹¹⁷

Fleenor states that: "Thirty-two per cent of the teachers in his study used specimen material to good advantage."¹¹⁸

Use of shop and laboratory demonstrations. The data of Table LXXVIII present the opinions of 224 farmers, 232 teachers and 238 secondary school principals relative to "the utilization of shop and laboratory demonstrations as an aid to good teaching". A weighting of "Important" was designated by 130, or 58.0 per cent, of the participating farmers, 130, or 56.0 per cent, of the represented teachers and 146, or 61.3 per cent, of the participating school administrators. Twenty-five per cent of the tillers of the soil, 41.8 per cent of the teachers and 36.5 per cent of the principals appraised the item as "Very Important". Sixteen and nine tenths per cent of the farmers evaluated the topic as "Unimportant"; teacher and principal responses for this classification were negligible. Exceptions were noted to the over-all proportioning; teacher returns from the "East Louisiana Cotton, Dairy and Strawberry Area" and principal returns from the "Cut-Over Flatwoods Area" tended toward a "Very Important" weighting while farmer opinions from the "Central Louisiana Over-Pine", "Cut-Over Flatwoods" and "Louisiana Rice" Areas weighted somewhat more heavily toward the "Unimportant" appraisal.

¹¹⁷ Ibid., p. 94.

¹¹⁸ Fleenor, op. cit., p. 60.

TABLE LXXVIII

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE ASSERTION "AN ADULT FARMER CLASS SHOULD UTILIZE,
AS AN AID TO GOOD TEACHING, SHOP AND LABORATORY DEMONSTRATIONS" AS DESIGNATED BY
FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	33.3	42.5	40.5	45.5	55.0	51.4	21.2	2.5	8.1
2	0.0	41.6	46.1	83.3	58.3	53.8	16.7	0.0	0.0
3	11.5	30.4	33.3	88.5	69.6	66.7	0.0	0.0	0.0
4	0.0	50.0	71.4	66.7	40.0	28.6	33.3	10.0	0.0
5	10.0	25.0	35.7	60.0	75.0	64.3	30.0	0.0	0.0
6	31.6	60.0	14.3	36.8	40.0	85.7	31.6	0.0	0.0
7	36.4	51.4	38.7	54.5	48.6	58.1	9.1	0.0	3.2
8	28.3	32.4	28.1	60.4	59.5	68.7	11.3	8.1	3.1
9	35.7	45.4	44.8	35.7	54.5	55.2	28.6	0.0	0.0
10	20.0	59.1	22.7	60.0	40.9	77.2	20.0	0.0	0.0
11	0.0	0.0	40.0	100.0	0.0	60.0	0.0	0.0	0.0
Per cent of Total	25.0	41.8	36.5	58.0	56.0	61.3	16.9	2.2	2.2
Total Number	56	97	87	130	130	146	38	5	5
Range	0-15	0-19	1-15	1-32	0-22	3-22	0-7	0-3	0-3

Ekstrom and McClelland observe:

Certain types of courses, of which shopwork is a notable example, present opportunities for the use of discussion and demonstration technique, but are more adapted to the performance of jobs by the members themselves. Manipulative skills, such as those involved in the adjustment and repair of farm machinery, the servicing of tractors, are developed through laboratory exercises.¹¹⁹

Phipps says:

In general, demonstrations should be given by an instructor whenever the opportune time occurs. An instructor should always endeavor to give a demonstration of any new skill immediately prior to the time the skill is needed. The main purpose of demonstrations is to create interest and to aid the students in knowing what to do and how to do it.¹²⁰

Demonstrations by all-day group. The data of Table LXXIX present the opinions of 224 farmers, 232 teachers of agriculture and 238 secondary school principals relative to "the utilization of demonstrations by the boys in the all-day classes" as an aid to good teaching. One hundred and thirty-four, or 59.8 per cent, of the participating farmers, 154, or 66.4 per cent, of the teachers of agriculture represented in the study and 154, or 64.7 per cent, of the represented school administrators evaluated the item as "Important" to good teaching. A "Very Important" rating was assigned by 19.6 per cent, 24.1 per cent and 22.2 per cent, respectively. Forty-six, or 20.5 per cent, of the tillers of the soil, 22, or 9.5 per cent, of the teachers of agriculture and 31, or 13.0 per cent, of the administrators weighted the item as "Unimportant". Teacher and principal responses, by farming areas, were consistent throughout; farmer responses weighted the "Unimportant" ranking somewhat more heavily.

¹¹⁹ Ekstrom and McClelland, op. cit., p. 90.

¹²⁰ Phipps, op. cit., p. 720.

TABLE LXXIX

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE ASSERTION "AN ADULT FARMER CLASS SHOULD UTILIZE, AS AN AID TO GOOD TEACHING, DEMONSTRATIONS BY THE BOYS IN THE ALL-DAY CLASSES" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	21.2	37.5	24.3	60.6	55.0	67.6	18.2	7.5	8.1
2	16.7	16.6	15.4	66.7	58.3	69.2	16.7	25.0	15.4
3	19.2	26.1	33.3	73.1	73.9	66.7	7.7	0.0	0.0
4	22.2	30.0	28.6	33.3	60.0	71.4	44.4	10.0	0.0
5	5.0	20.8	32.1	80.0	62.5	53.5	15.0	16.7	14.3
6	21.0	20.0	28.6	47.4	80.0	57.1	31.6	0.0	14.3
7	27.2	27.0	22.6	45.5	67.6	54.8	27.2	5.4	22.6
8	16.9	16.2	18.7	67.9	67.6	59.4	15.1	16.2	21.9
9	28.6	18.2	13.8	50.0	77.2	72.4	21.4	4.5	13.8
10	20.0	18.2	4.5	40.0	72.7	81.8	40.0	9.1	13.6
11	0.0	0.0	40.0	100.0	0.0	60.0	0.0	0.0	0.0
Per cent of Total	19.6	24.1	22.2	59.8	66.4	64.7	20.5	9.5	13.0
Total Number	44	56	53	134	154	154	46	22	31
Range	0-9	0-15	2-9	1-36	0-25	3-25	0-9	0-6	0-7

The use of demonstrations by the all-day class is supported by Ekstrom and McClelland as they suggest:

Closely allied to the demonstrations observed on field trips are "methods demonstrations" which are usually staged at the school, but which may take place at the farms of class members or at other places in the community. Many teachers use Future Farmers of America members to give short demonstrations of such practices such as mixing feed or testing soil. In other situations, the farmers are brought together for demonstrations of selection of gilts for swine breeding herds or for pullets for the poultry mating pen.¹²¹

Phipps observes: "FFA demonstrations may be of considerable educational value to the boys who participate in the demonstration and to the audiences who observe the demonstration."¹²²

Use of printed outlines of the material. The data of Table LXXX present the opinions of the three groups of participants relative to "the use of printed outlines of the material to be discussed". An appraisal of "Important" was designated by 134, or 59.8 per cent, of the 224 participating farmers, 143, or 61.6 per cent, of the 232 teachers of agriculture represented in the study and 158, or 66.4 per cent, of the 238 represented school administrators. Forty-four, or 19.6 per cent, of the farmers, 42, or 18.1 per cent, of the teachers and 50, or 21.0 per cent, of the principals evaluated the item as "Very Important". An "Unimportant" weighting was given by 20.5 per cent, 20.3 per cent and 12.6 per cent, respectively. The proportioning of responses, by farming areas, was relatively consistent; the "Unimportant" appraisal was weighted quite heavily by all three groups of participants.

121 Ekstrom and McClelland, op. cit., p. 88.

122 Phipps, op. cit., p. 407.

TABLE LXXX

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE ASSERTION "AN ADULT FARMER CLASS SHOULD UTILIZE, AS AN AID TO GOOD TEACHING, PRINTED OUTLINES OF THE MATERIAL TO BE DISCUSSED" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	24.2	27.5	21.6	63.6	60.0	67.6	12.1	12.5	10.8
2	0.0	16.6	7.7	83.3	41.6	84.6	16.7	41.6	7.7
3	7.7	13.0	33.3	80.8	73.9	62.9	11.5	13.0	3.7
4	33.3	10.0	28.6	11.1	80.0	57.1	55.6	10.0	14.3
5	15.0	16.7	35.7	45.0	70.8	57.1	40.0	12.5	7.1
6	36.8	40.0	28.6	47.4	20.0	57.1	15.8	40.0	14.3
7	24.2	13.5	16.1	57.6	72.9	77.4	18.2	13.5	6.4
8	7.5	8.1	9.4	69.8	54.1	71.8	22.6	37.8	18.7
9	35.7	22.7	24.1	50.0	59.1	41.3	14.3	18.2	34.5
10	30.0	27.3	9.1	50.0	50.0	86.4	20.0	22.7	4.5
11	100.0	0.0	20.0	0.0	0.0	60.0	0.0	0.0	20.0
Per cent of Total	19.6	18.1	21.0	59.8	61.6	66.4	20.5	20.3	12.6
Total Number	44	42	50	134	143	158	46	47	30
Range	0-8	0-11	1-10	0-37	0-27	3-25	0-12	0-14	1-10

Ekstrom and McClelland comment on the use of printed outlines as they state:

There is quite a variation in the practical possibilities for duplicating materials to be used in the instruction of evening classes. One of these is to prepare in advance specific data, such as a list of mineral mixtures for hogs, which might be placed in the hands of the members at an appropriate time during the discussion about the choice of minerals to be fed.¹²³

Phipps amplifies this statement somewhat as he sets forth:

An instructor can often save considerable time by having mimeographed materials pertaining to the problem or skill being studied ready to pass out to the class members. Care should be taken to see that the information is concise, clear, and useful to the farmer.¹²⁴

Use of printed summaries. The opinions of the 224 farmers, 232 teachers of agriculture and 238 secondary school principals relative to "the use of printed summaries of the recommendations made at the end of the discussion" are presented by the data of Table LXXXI. One hundred and thirty-two, or 58.9 per cent, of the represented farmers, 144, or 62.1 per cent, of the participating teachers and 146, or 61.3 per cent, of the secondary school administrators represented in this study indicated an appraisal of "Important" for the item. A "Very Important" assignment was designated by 19.6 per cent, 27.6 per cent and 31.5 per cent, respectively. Some incidence of opinions was noted with respect to the "Unimportant" consideration. The patterning of responses, by farming areas, followed consistently the above proportioning with the exception that the farmer responses from the "Sugar Cane Area" weighted the "Very Important" consideration more heavily.

¹²³ Ekstrom and McClelland, op. cit., p. 95.

¹²⁴ Phipps, op. cit., p. 617.

TABLE LXXXI

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE ASSERTION "AN ADULT FARMER CLASS SHOULD UTILIZE, AS AN AID TO GOOD TEACHING, PRINTED SUMMARIES OF THE RECOMMENDATIONS MADE AT THE END OF THE DISCUSSION" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	27.2	27.5	43.2	54.5	65.0	51.4	18.2	7.5	5.4
2	0.0	33.3	15.4	83.3	58.3	76.9	16.7	8.3	7.7
3	11.5	26.1	29.6	76.9	65.2	66.7	11.5	8.7	3.7
4	0.0	30.0	14.3	55.6	50.0	71.4	44.4	20.0	14.3
5	15.0	25.0	39.3	55.0	54.2	53.5	30.0	20.8	7.1
6	26.3	40.0	28.6	63.2	40.0	57.1	10.5	20.0	14.3
7	30.3	27.0	32.3	42.4	70.3	61.3	27.2	2.7	6.4
8	5.7	8.1	28.1	69.8	72.9	65.6	24.5	18.9	6.2
9	64.3	45.4	34.5	21.4	50.0	48.3	14.3	4.5	17.2
10	20.0	40.9	18.2	60.0	54.5	81.8	20.0	4.5	0.0
11	0.0	0.0	40.0	100.0	0.0	60.0	0.0	0.0	0.0
Per cent of Total	19.6	27.6	31.5	58.9	62.1	61.3	21.4	10.3	7.1
Total Number	44	64	75	132	144	146	48	24	17
Range	0-10	0-11	1-16	1-37	0-27	3-21	0-13	0-7	0-5

Schmidt and Ross verify the use of a printed summary as they observe:

Preparing a written summary or report of each meeting in an evening class has become an established and valuable custom. Such reports prove useful in reviewing what has been accomplished in previous meetings, in furnishing data for the final report of the entire series of meetings of the evening class, and in releasing to local papers news of what has been accomplished in the meeting.¹²⁵

Ekstrom and McClelland comment on the use of duplicated material as they suggest:

A second possibility would be to summarize each lesson, including the experiences and recommendations of the class, and to present the summary at the beginning of the ensuing session as a review of the previous session and as an introduction to the new problem.¹²⁶

Use of fairs and shows. The data of Table LXXXII present the opinions of the three groups of participants relative to "utilization of fairs and shows as an aid to good teaching". Of the 224 farmers, 232 teachers of agriculture and 238 secondary school principals represented in this study, 125, or 55.8 per cent, of the tillers of the soil, 142, or 61.2 per cent, of the teachers and 149, or 62.6 per cent, of the administrators appraised the item as "Important" to good teaching. A rating of "Very Important" was designated by 20.9 per cent, 32.7 per cent and 30.7 per cent, respectively. A weighting of "Unimportant" was reflected by 23.2 per cent of the farmers, 6.0 per cent of the teachers and 6.7 per cent of the secondary school principals. The patterning of teacher and principal opinions, by farming areas, was relatively constant; farmer returns tended somewhat toward the "Unimportant" appraisal in some areas.

¹²⁵ Schmidt and Ross, op. cit., p. 120.

¹²⁶ Ekstrom and McClelland, op. cit., p. 95.

TABLE LXXXII

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE ASSERTION "AN ADULT FARMER CLASS SHOULD MAKE USE OF FAIRS AND SHOWS, AS AIDS TO GOOD TEACHING" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	18.2	42.5	29.7	60.6	55.0	62.2	21.2	2.5	8.1
2	33.3	33.3	38.5	33.3	66.7	53.8	33.3	0.0	7.7
3	30.8	43.5	37.0	57.6	52.1	59.3	11.5	4.3	3.7
4	22.2	30.0	14.3	55.6	70.0	71.4	22.2	0.0	14.3
5	10.0	25.0	32.1	45.0	62.5	64.3	45.0	12.5	3.6
6	26.3	20.0	28.6	63.2	80.0	71.4	10.5	0.0	0.0
7	24.2	35.1	35.5	51.5	59.5	54.8	24.2	5.4	9.7
8	15.1	18.9	28.1	60.4	67.6	62.5	24.5	13.5	9.4
9	21.4	40.9	34.5	50.0	54.5	55.2	28.6	4.5	10.3
10	30.0	27.3	13.6	50.0	68.2	86.4	20.0	4.5	0.0
11	0.0	0.0	40.0	100.0	0.0	60.0	0.0	0.0	0.0
Per cent of Total	20.9	32.7	30.7	55.8	61.2	62.6	23.2	6.0	6.7
Total Number	47	76	73	125	142	149	52	14	16
Range	0-8	0-17	1-11	1-32	0-25	3-23	0-13	0-5	0-3

Home visitations. The data of Table LXXXIII represent the opinions of 224 farmers, 232 teachers of agriculture and 238 secondary school principals relative to "the use of home visitations as an aid to good teaching". A "Very Important" appraisal was designated by 69, or 30.8 per cent, of the represented farmers, 138, or 59.5 per cent, of the participating teachers and 123, or 51.7 per cent, of the school administrators represented in this study. An "Important" evaluation was given by 114, or 50.9 per cent, of the farmers, 93, or 40.1 per cent, of the teachers of agriculture and 109, or 45.8 per cent, of the secondary school principals. Eighteen and three tenths per cent, 0.4 per cent and 2.5 per cent, respectively, assigned an "Unimportant" reflection. The proportioning of teacher responses, by farming areas, followed closely the above patterning; principal returns from the "Cut-Over Flatwoods", "Central Louisiana Mixed Farming" and "East Louisiana Cotton, Dairy and Strawberry" Areas reflected a slight weighting toward the "Important" appraisal. Farmer responses consistently reflected a lesser incidence of "Very Important" rankings and a greater incidence of "Important" and "Unimportant" evaluations.

Kitts defines the purposes of home visitations as he suggests:

The effectiveness of group instruction can be increased markedly by individual contact and home visitation by the teacher of agriculture. This service necessitates arrangements of his time so that he can make service calls and sufficient funds should be provided to make necessary mileage and other travel expenses in this phase of the work. These individual contacts should be of service in assisting the farmer with his problems, including those discussed by the group and the problems of an individual nature. The teacher can render a valuable service on this individual basis; he cannot justify the time utilized nor the funds expended for salary in travel if mere social visits are made.¹²⁷

¹²⁷ Kitts, op. cit., p. 66.

TABLE LXXXIII

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE ASSERTION "AN ADULT FARMER CLASS SHOULD UTILIZE,
AS AN AID TO GOOD TEACHING, HOME VISITATIONS BY THE TEACHER" AS DESIGNATED BY
FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	48.5	67.5	48.6	39.4	32.5	48.6	12.1	0.0	2.7
2	16.7	58.3	69.2	66.7	41.6	30.8	16.7	0.0	0.0
3	30.8	60.9	55.5	53.9	39.1	44.4	15.4	0.0	0.0
4	0.0	50.0	42.9	100.0	50.0	57.1	0.0	0.0	0.0
5	20.0	54.2	60.7	60.0	41.6	32.1	20.0	4.2	7.1
6	31.6	60.0	71.4	42.1	40.0	28.6	26.3	0.0	0.0
7	33.3	56.8	45.2	48.5	43.2	48.4	18.2	0.0	6.4
8	20.8	48.6	43.7	58.5	51.4	56.4	20.8	0.0	0.0
9	50.0	63.6	62.1	21.4	36.4	37.9	28.6	0.0	0.0
10	40.0	72.7	36.4	40.0	27.3	59.1	20.0	0.0	4.5
11	100.0	0.0	40.0	0.0	0.0	60.0	0.0	0.0	0.0
Per cent of Total	30.8	59.5	51.7	50.9	40.1	45.8	18.3	0.4	2.5
Total Number	69	138	123	114	93	109	41	1	6
Range	1-16	0-27	2-18	0-31	0-19	3-18	0-11	0-1	0-2

Peterson supplements this thinking somewhat as he sets forth:

I think it is important to visit the farmers personally in advance of the class opening. This gives you an opportunity not only to explain the work first hand, but to answer questions regarding it, become acquainted with the farmers individually and at the same time, find out the problems confronting them.¹²⁸

Schroeder, however, reflects a somewhat different view:

The study indicated that there was little interest shown in having the teacher visit more frequently. Either the men felt that the on-farm instruction was being adequately done or they preferred not to be bothered.¹²⁹

Supervised practice. The responses of the three groups of participants relative to "the utilization of supervised, or directed, farm practices as an aid to good teaching" are reflected by the data of Table LXXXIV. Of the 224 farmers, 232 teachers of agriculture and 238 secondary school principals represented in the study, 121, or 54.0 per cent, of the tillers of the soil, 103, or 44.4 per cent, of the teachers and 119, or 50.0 per cent of the school administrators appraised "supervised farm practice" as "Important" to adult farmer teaching. A "Very Important" consideration was assigned by 31.2 per cent, 50.9 per cent and 44.5 per cent, respectively. Some incidence, particularly in the farmer returns, was noted with respect to the "Unimportant" opinion. Farmer opinions were relatively consistent by farming areas; however, opinions of this group of participants appraised the item as "less important" than did teacher and principal reflections. This proportioning of teacher responses reflected a constancy with respect to the "Very Important" evaluation with the exception of the responses from the "Mississippi Delta

¹²⁸ Peterson, op. cit., p. 57.

¹²⁹ Schroeder, op. cit., p. 279.

TABLE LXXXIV

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE ASSERTION "AN ADULT FARMER CLASS SHOULD UTILIZE, AS AN AID TO GOOD TEACHING, SUPERVISION OF THE CARRYING OUT OF IMPROVED PRACTICES ON THE HOME FARMS" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	45.5	60.0	48.6	39.4	35.0	48.6	15.1	5.0	2.7
2	16.7	58.3	46.1	66.7	41.6	53.8	16.7	0.0	0.0
3	26.9	60.9	59.3	69.2	34.8	37.0	3.8	4.3	3.7
4	11.1	40.0	0.0	66.7	60.0	100.0	22.2	0.0	0.0
5	25.0	45.8	57.1	60.0	37.5	32.1	15.0	16.7	10.7
6	42.1	40.0	28.6	42.1	40.0	42.9	15.8	20.0	28.6
7	30.3	43.2	35.5	48.5	54.1	58.1	21.2	2.7	6.4
8	22.6	40.5	34.4	60.4	54.1	59.4	16.9	5.4	6.2
9	50.0	59.1	55.2	42.9	40.9	44.8	7.1	0.0	0.0
10	40.0	54.5	36.4	50.0	45.4	54.5	10.0	0.0	9.1
11	0.0	0.0	40.0	100.0	0.0	60.0	0.0	0.0	0.0
Per cent of Total	31.2	50.9	44.5	54.0	44.4	50.0	14.8	4.7	5.4
Total Number	70	118	106	121	103	119	33	11	13
Range	0-15	0-24	0-18	1-32	0-20	3-19	0-9	0-4	0-3

Cotton Area" and the "Central Louisiana Mixed Farming Area". Principal responses tended toward the "Important" assignment; however, the returns of these participants from the "Louisiana Rice Area", "Red River Delta Cotton Area" and "Sugar Cane Area" indicated a weighting of the "Very Important" consideration.

Bulletin No. 89 delineates the importance and scope of supervised practices as it sets forth:

One of the most important factors of success in vocational education in agriculture is intelligent provision for directed or supervised practice. Such intelligent provision in connection with evening classes consist in:

- (1) The enrollment of only those who are actually farming and who are conducting or proposing to conduct the enterprise or activity taught in the course.
- (2) Putting the instruction on a specific functioning basis with reference to actual farm jobs rather than merely dispensing information or dealing with generalities about farming.
- (3) Recognition by the teacher of his responsibilities in following-up on the farms of the class members the work undertaken as the results of instruction.¹³⁰

Ekstrom and McClelland stress: ". . . every visit should be made with a purpose and advantage should be taken of every opportunity to continue the instructional process."¹³¹

Fleener reports on the number of supervisory contacts as he states:

In order to discover the extent and the purpose of supervisory contacts which the teachers made in six months after the evening school was completed, five direct questions were asked. Five hundred and fourteen of the total 518 teachers supervised the practice

¹³⁰ Bulletin No. 89, op. cit., p. 22.

¹³¹ Ekstrom and McClelland, op. cit., p. 118.

work of their evening school students in one or more ways at six month intervals.¹³²

Ekstrom and McClelland inject a note of caution as they observe:

Regardless of the degree of confidence which farmers may have in the teacher, considerable judgment needs to be exercised in making the farm visits. . . . The teacher who wanders uninvited into a field and stops a member of his adult group who is operating power equipment or who insists upon standing with one foot on the cultivator wheel, may undo the benefits derived from the year's instruction and may even cause the member to drop out of class the following year.¹³³

Use of "pig chains". The data of Table LXXXV present the opinions of 224 farmers, 232 teachers and 238 secondary school administrators relative to "the use of 'pig chains' as an aid to good teaching". One hundred and twenty-one, or 54.0 per cent of the participating farmers, 138, or 59.5 per cent, of the teachers of agriculture represented in the study and 144, or 60.5 per cent, of the school administrators appraised the topic as "Important" to the teaching procedure. An "Unimportant" reflection was assigned by 31.7 per cent, 28.0 per cent and 18.9 per cent, respectively. Thirty-two, or 14.3 per cent, of the tillers of the soil, 27, or 12.5 per cent, of the teachers of agriculture and 49, or 20.6 per cent, of the principals of secondary schools evaluated the use of "pig chains" as "Very Important" to good teaching procedure. The proportioning of responses, by farming areas, followed rather closely the above distribution.

Eggleston and Bruere state:

Another agricultural school undertook to raise throughbred pigs and poultry and to interest the school community in the raising of better stock. The success has been such that the school has been

¹³² Fleenor, op. cit., p. 69.

¹³³ Ekstrom and McClelland, op. cit., p. 117.

TABLE LXXXV

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE ASSERTION "AN ADULT FARMER CLASS SHOULD UTILIZE PIG CHAINS, AS AN AID TO GOOD TEACHING" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	15.1	12.5	18.9	51.5	60.0	56.8	33.3	27.5	24.3
2	16.7	25.0	15.4	66.7	58.3	69.2	16.7	16.6	15.4
3	11.5	30.4	22.2	69.2	47.8	59.3	19.2	21.7	18.5
4	11.1	0.0	0.0	55.6	80.0	71.4	33.3	20.0	28.6
5	10.0	4.2	28.5	40.0	37.5	50.0	50.0	58.3	21.4
6	10.5	20.0	14.3	36.8	60.0	42.9	52.6	20.0	42.9
7	24.2	10.8	22.6	39.4	72.9	54.8	36.4	16.2	22.6
8	9.4	8.1	15.6	66.0	62.2	68.7	24.5	29.7	15.6
9	14.3	9.1	27.5	64.3	68.2	55.2	21.4	22.7	17.2
10	30.0	13.6	13.6	40.0	50.0	81.8	30.0	36.4	4.5
11	0.0	0.0	40.0	100.0	0.0	60.0	0.0	0.0	0.0
Per cent of Total	14.3	12.5	20.6	54.0	59.5	60.5	31.7	28.0	18.9
Total Number	32	29	49	121	138	144	71	65	45
Range	0-8	0-7	0-8	1-35	0-27	3-22	0-13	0-14	0-9

entirely unable to supply the demand. The organization of boys' and girls' pig clubs greatly stimulated this.¹³⁴

Use of breeding circles. The data of Table LXXXVI present the opinions of the three groups of participants relative to "the use of breeding circles as an aid to good teaching". An "Important" evaluation was designated by 131, or 58.5 per cent, of the 224 participating farmers, 146, or 62.9 per cent, of the 232 represented teachers of agriculture and 154, or 64.7 per cent, of the 238 participating secondary school administrators. Twenty-four and one tenth per cent of the tillers of the soil, 19.4 per cent of the teachers and 24.7 per cent, of the secondary school principals appraised the item as "Very Important" to good teaching procedure. Some incidence of responses, especially in the farmer and teacher returns, was noted with respect to the "Unimportant" opinion. The proportioning of responses, by farming areas, followed relatively consistently the above patterning.

Ekstrom and McClelland¹³⁵ suggest as possible group activities of an adult farmer class, a "cooperative bull ring" and "artificial insemination program".

Cooperative buying and selling activities. The data of Table LXXXVII delineate the opinions of 224 farmers, 232 teachers of agriculture and 238 secondary school principals relative to "the use of cooperative buying and selling activities as an aid to good teaching". One hundred and nine, or 48.6 per cent, of the participating farmers, 130,

¹³⁴ J. D. Eggleston and Robert W. Bruere, The Work of the Rural School (New York and London: Harper and Brothers Publishers, 1933), p. 114.

¹³⁵ Ekstrom and McClelland, op. cit., p. 112.

TABLE LXXXVI

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE ASSERTION "AN ADULT FARMER CLASS SHOULD UTILIZE BREEDING CIRCLES, AS AN AID TO GOOD TEACHING" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	15.1	20.0	24.3	60.6	60.0	62.2	24.2	20.0	13.5
2	0.0	25.0	30.8	83.3	66.7	61.5	16.7	8.3	7.7
3	26.9	26.1	29.6	57.6	65.2	59.3	15.4	8.7	11.1
4	22.2	30.0	14.3	66.7	50.0	57.1	11.1	20.0	28.6
5	10.0	20.8	35.7	70.0	50.0	57.1	20.0	29.1	7.1
6	26.3	40.0	28.6	52.6	60.0	57.1	21.0	0.0	14.3
7	27.2	13.5	19.4	63.6	72.9	70.9	9.1	13.5	9.7
8	30.2	10.8	15.6	52.8	72.9	75.0	16.9	16.2	9.4
9	28.6	9.1	20.7	64.3	63.6	65.5	7.1	27.3	13.8
10	40.0	31.8	27.3	20.0	50.0	68.2	40.0	18.2	4.5
11	0.0	0.0	40.0	100.0	0.0	60.0	0.0	0.0	0.0
Per cent of Total	24.1	19.4	24.7	58.5	62.9	64.7	17.4	17.7	10.5
Total Number	54	45	59	131	146	154	39	41	25
Range	0-16	0-8	1-10	1-28	0-27	3-24	0-9	0-8	0-5

or 56.0 per cent, of the represented teachers and 124, or 52.1 per cent, of the school administrators participating in this study appraised the "use of cooperative activities" as "Important" to good teaching procedure. A ranking of "Very Important" was assigned by 36.1 per cent of the farmers, 31.5 per cent of the teachers and 36.5 per cent of the secondary school principals. Some incidence of responses was noted for the "Unimportant" evaluation. The patterning of opinions, by farming areas, was relatively consistent throughout with the exception that the principal returns from the "Central Louisiana Over-Pine Area" demonstrated a heavier weighting of the "Very Important" appraisal.

Ekstrom and McClelland have this to say concerning cooperative activities:

The farming programs of adults provide the basis for developing group undertakings such as cooperative buying and selling and the cooperative use of equipment, which can be used to supplement individual practices to excellent advantage. The benefits to be gained from the participation by groups in common endeavors contribute to the general objectives of adult farmer instruction in various ways.

(1) The major benefits to be derived are economic. The individual must pool his efforts with those of his neighbor if he is to survive as a farmer. In doing so, he makes use of crop varieties and strains of livestock produced by others; he works with his neighbors in combating pests and diseases; his buying power may be enhanced if his demands are a part of a large order; and his product can sometimes be sold at a greater profit through well managed cooperatives.

(2) Participation in group undertakings gives training in cooperation, benefits of which are felt in various community enterprises. It provides farmers with opportunities to make use of their own leadership talents and makes them more aware of the necessity for recognizing the leadership abilities others possess and for following good leaders.

(3) The development of group activity makes for group consciousness and solidarity which contribute to the successful operation of adult classes. The projects undertaken may call for an investment on the part of the participants; meetings are necessary at intervals

TABLE LXXXVII

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE ASSERTION "AN ADULT FARMER CLASS SHOULD UTILIZE,
AS AN AID TO GOOD TEACHING, COOPERATIVE BUYING AND SELLING ACTIVITIES" AS DESIGNATED
BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	33.3	35.0	37.8	42.4	45.0	45.9	24.2	20.0	16.2
2	33.3	33.3	53.8	66.7	66.7	38.5	0.0	0.0	7.7
3	19.2	39.1	44.4	76.9	47.8	44.4	3.8	13.0	11.1
4	22.2	30.0	14.3	55.6	60.0	71.4	22.2	10.0	14.3
5	35.0	33.3	35.7	50.0	58.3	57.1	15.0	8.3	7.1
6	36.8	60.0	42.9	47.4	40.0	57.1	15.8	0.0	0.0
7	45.5	21.6	25.8	36.4	64.9	54.8	18.2	13.5	19.4
8	39.6	21.6	31.2	47.2	67.6	62.5	13.2	10.8	6.2
9	42.9	36.4	41.3	50.0	54.5	41.3	7.1	9.1	17.3
10	40.0	36.4	36.4	30.0	45.4	59.1	30.0	18.2	4.5
11	100.0	0.0	40.0	0.0	0.0	60.0	0.0	0.0	0.0
Per cent of Total	36.1	31.5	36.5	48.6	56.0	52.1	15.2	12.5	11.4
Total Number	81	73	87	109	130	124	34	29	27
Range	1-21	0-14	2-14	0-25	0-25	3-20	0-8	0-8	0-6

throughout the entire year; the development may form the basis for practical class discussion; and the teacher is looked to as a consultant by those who participate in the activities.¹³⁶

"Doing" abilities. The data of Table LXXXVIII present the opinions of the three groups of participants relative to "provisions for 'doing abilities' as an aid to good teaching". Ninety-nine, or 44.2 per cent, of the 224 represented farmers, 132, or 56.9 per cent, of the 232 teachers of agriculture participating in this study and 125, or 52.5 per cent, of the 238 represented secondary school principals appraised the item as "Very Important" to good teaching procedures. A weighting of "Important" was assigned by 51.3 per cent of the tillers of the soil, 42.2 per cent of the teachers and 46.6 per cent of the school administrators. "Unimportant" designations were negligible. Farmer and teacher responses reflected a relatively consistent proportioning, by farming areas. Principal returns from the "Cut-Over Flatwoods", "Brown Loam Mixed Farming" and "Central Louisiana Mixed Farming" Areas indicated a tendency toward the "Important" consideration.

Hamlin emphasizes the "doing" method as he asserts:

Perhaps the greatest immediate gains in supervised practice for adults will come when farmers and teachers alike recognize generally that it is an integral part of instruction in vocational agriculture and that "learning to do by doing" cannot be waived as the watchword of all good teaching even though those taught have passed the age of 18.¹³⁷

Phipps affirms this thought as he states:

An effective program of follow-up on-the-farm of class instruction is one of the most essential parts of systematic instruction. Individual on-the-farm instruction is one of the most essential parts of

¹³⁶ Ekstrom and McClelland, op. cit., p. 103.

¹³⁷ Hamlin, op. cit., p. 292.

TABLE LXXXVIII

THE RELATIVE IMPORTANCE, BY FARMING AREAS, OF THE ASSERTION "AN ADULT FARMER CLASS SHOULD UTILIZE, AS AN AID TO GOOD TEACHING, OPPORTUNITIES FOR THE MEMBERS TO 'DO' THE ACTIVITIES TALKED ABOUT" AS DESIGNATED BY FARMERS, TEACHERS OF AGRICULTURE AND SECONDARY SCHOOL PRINCIPALS

Area	Distribution by Percentages								
	Very Important			Important			Unimportant		
	Farmer	Teacher	Principal	Farmer	Teacher	Principal	Farmer	Teacher	Principal
1	54.5	57.5	56.8	42.4	42.5	43.2	3.0	0.0	0.0
2	50.0	66.7	61.5	50.0	33.3	38.5	0.0	0.0	0.0
3	30.8	65.2	62.9	65.4	30.4	37.0	3.8	4.3	0.0
4	33.3	50.0	28.6	55.6	50.0	71.4	11.1	0.0	0.0
5	40.0	66.7	60.7	55.0	29.1	39.3	5.0	4.2	0.0
6	47.4	80.0	42.9	47.4	20.0	57.1	5.3	0.0	0.0
7	54.5	51.4	48.4	42.4	48.6	48.4	3.0	0.0	3.2
8	35.9	43.2	37.5	60.4	56.8	62.5	3.8	0.0	0.0
9	42.9	59.1	58.6	50.0	40.9	37.9	7.1	0.0	3.4
10	60.0	59.1	45.4	30.0	40.9	54.5	10.0	0.0	0.0
11	100.0	0.0	60.0	0.0	0.0	40.0	0.0	0.0	0.0
Per cent of Total	44.2	56.9	52.5	51.3	42.2	46.6	4.4	0.9	0.8
Total Number	99	132	125	115	98	111	10	2	2
Range	1-19	0-23	2-21	0-32	0-21	2-20	0-2	0-1	0-1

systematic instruction. Individual on-the-farm instruction to assist farmers satisfactorily apply the knowledge and skills taught in a course is a necessary part of successful teaching. An accepted principle of education is that we learn by doing. Some say, "Without practice, there is no learning."¹³⁸

IV. SUMMARY

The basic assumption that farmers "must" participate in the planning, organization and conduct of a functional adult farmer program is decisively driven home by the data presented in this portion of the study. Farmers "know what they want" and "know when they are getting it". A functional adult farmer program must go down to the "grass roots" of farmer needs and desires and build from there, brick by brick, until an integrated, over-all program is synthesized. It is not enough to say, "farmers need adult education" or, "farmers want adult education"; the needs and wants of farmers must be plumbed to a deeper depth--down to the specific facets of the adult farmer program. Consideration must be given by the teacher of vocational agriculture to all of its component phases; when to meet?, where to meet?, who should preside?, what method, or methods, should be employed?, what should be the character of the group?, what topic should be offered?, and on and on until all of the indigenous "parts" have been identified and analyzed. Then, and only then, can the "parts" be welded into a "whole" that meets the over-all needs and desires of farmers. Nor is this a standard dose; each teacher, each administrator, must appraise his own community and synthesize the component phases of the adult program into a functional offering that fulfills the needs of his constituents.

¹³⁸ Phipps, op. cit., p. 618.

CHAPTER V

SUMMARY, CRITERIA AND RECOMMENDATIONS

I. INTRODUCTION

As outlined previously in this study, it is the intent of the writer to delineate a practical, flexible blueprint for a functional adult farmer program by analyzing the component parts of such an endeavor and suggesting possible criteria by which these qualitative phases may be synthesized into a totality which will provide a needed stimulus through which the challenge of a continuing education for all may be met and vanquished.

II. SUMMARY

(1) The major portion of the 232 teachers of agriculture and 238 principals of secondary schools represented in this study expressed the opinion that adult farmer classes were "Very Important" to the over-all organization and objectives of their schools with respect to:

(a) Helping win community support for the total school program.

(2) The major portion of the 232 teachers of agriculture and 238 principals of secondary schools participating in this study reflected the opinion that adult farmer classes were "Moderately Very Important" to the over-all organization and objectives of their schools with respect to:

(a) Helping farmers become better individuals and, as a result, better members of the community and society as a whole.

- (b) Helping improve the "level of living" in the community by assisting the farmers in becoming economically independent.
 - (c) Helping the teacher of agriculture and school administrator to keep abreast of community needs.
 - (d) Stimulating the teacher of agriculture to keep abreast of advanced technology.
- (3) The major portion of the 232 teachers of agriculture and 238 principals of secondary schools represented in this study expressed the opinion that adult farmer classes were "Important" to the over-all organization and objectives of their schools with respect to:
- (a) Reaching a relatively large group that is in need of education in order that its members may meet the demands of modern day society.
 - (b) Helping to utilize the school facilities and teaching personnel more fully and effectively.
 - (c) Helping to develop community leaders.
 - (d) Providing additional tangible evidence of the work being done by the school and school personnel.
 - (e) Helping to promote rural-urban cooperation.
 - (f) Stimulating increased moral and financial support of the school program.
 - (g) Promoting cooperation between the school, the businessmen and all other agencies in the community interested in educational progress.
 - (h) Aiding in establishing young men of the school in the community.

- (1) Enhancing the improvement of instruction through requiring that the teacher of agriculture utilize the best possible procedures with mature individuals.
- (4) The major portion of the 232 teachers of agriculture and 238 principals of secondary schools represented in this study indicated the opinion that adult farmer classes were "Slightly Important" to the over-all organization and objectives of their schools with respect to:
 - (a) Bringing about increased school enrollments.
 - (b) Increasing the "holding power" of the school for its all-day pupils.
 - (c) Lowering the per capita cost of the instruction of the teacher of vocational agriculture.
- (5) The major portion of the 232 teachers of agriculture and 238 principals of secondary schools represented in this study expressed the opinion that the following considerations were "Very Important" in establishing the proper relationship of adult farmer classes to the balance of the school program:
 - (a) The adult farmer class should be planned and executed with the participation of the school administrator, the teacher of vocational agriculture, the advisory council, the farmers and other interested persons in the community.
 - (b) The need for the adult class should be based on factual data obtained by surveying the community.
 - (c) The administrator and the teacher of agriculture should both be familiar with the problems of the total school program.

- (d) Consideration should be given to the duties of the teacher of agriculture in the all-day program before planning the adult farmer program.
 - (e) The teacher of vocational agriculture should strive to organize the best possible presentation in order to reflect credit on the school.
 - (f) The teacher of vocational agriculture, as a faculty member, should participate in as many community and school activities as feasible.
 - (g) Both the administrator and the teacher of vocational agriculture should keep community, rather than personal, objectives foremost.
 - (h) Any disagreements between the administrator and the teacher of vocational agriculture should be settled privately.
- (6) The major portion of the 232 teachers of agriculture and 238 principals participating in this study reflected the opinion that the following considerations were "Moderately Very Important" in establishing the proper relationship of adult farmer classes to the balance of the school program:
- (a) The teacher of vocational agriculture should consult with the school administrator and advisory council from time to time during the progress of the program.
 - (b) The teacher of vocational agriculture and the administrator should consider the adult program as an integral part of the total school program and should promote it as such.
 - (c) Publicity concerning the adult class should relate it as a school activity—not a teacher function.

- (d) The school administrator should participate in the adult program, home visitations, fairs and other activities of the agriculture department.
- (7) The major portion of the 232 teachers of agriculture and 238 principals of secondary schools represented in this study expressed the opinion that the following considerations were "Important" to the establishing of the proper relationship of adult farmer classes to the balance of the school program.
- (a) Tactful, constructive criticism should be offered by the school administrator concerning the adult program.
 - (b) The teacher of agriculture should invite participation and criticism on the part of the school administrator.
- (8) Ninety-eight, or 43.8 per cent, of the 224 represented farmers, 142, or 61.2 per cent, of the participating teachers of agriculture and 162, or 68.0 per cent, of the principals of secondary schools represented in the study stated the opinion, "An adult farmer program should be organized over a period of several years." Thirty-three and four tenths per cent of the tillers of the soil designated the opinion, "An adult farmer program should be organized over a shorter period with occasional meetings at other times of the year."
- (9) One hundred and thirty, or 58.0 per cent, of the 224 farmers represented in this study, 155, or 66.8 per cent, of the 232 participating teachers of agriculture and 153, or 64.3 per cent, of the 238 represented school administrators supported the opinion, "Adult farmer classes can best be held in the evenings after 7:00 p.m." "In the evenings after 6:00 p.m." was stated as the second preference by all three groups of participants.

- (10) With regard to the interval between classes, 106, or 47.3 per cent, of the 224 participating farmers, 107, or 46.1 per cent, of the 232 teachers of agriculture represented in the study and 76, or 31.9 per cent, of the 238 participating principals of secondary schools expressed the opinion that the "monthly" interval was best suited to adult farmer classes. The interval, "twice a month", was designated by 33.9 per cent of the tillers of the soil, 39.2 per cent of the teachers of agriculture and 39.1 per cent of the secondary school administrators.
- (11) Sixty-three, or 28.1 per cent, of the 224 represented farmers, 112, or 48.2 per cent, of the 232 participating teachers of agriculture and 100, or 42.0 per cent, of the 238 participating principals of secondary schools reflected the opinion, "The best size of adult farmer classes for good discussion and practice is 15 members." The assertion, "The best size of adult farmer classes for good discussion and practice is 20 members," garnered support from 32.1 per cent, 20.3 per cent, and 26.9 per cent, respectively.
- (12) One hundred and eighteen, or 52.7 per cent, of the 224 participating farmers, 148, or 63.8 per cent, of the teachers of agriculture represented in the study and 159, or 66.8 per cent, of the participating principals of secondary schools indicated the opinion, "Social and recreational activities should be provided at one or more times during the course of instruction." The opinion, "Social and recreational activities should be provided only at the end of the course," was designated as the second preference by all three groups of participants.

- (13) One hundred and thirty-five, or 60.3 per cent, of the 224 represented farmers expressed the opinion, "Adult farmer classes should be held in school buildings"; this alternative was designated by 56, or 24.1 per cent, of the 232 represented teachers and 86, or 36.1 per cent, of the 238 participating principals of secondary schools. The opinion, "Adult farmer classes should be held at a combination of the above ('in school buildings', 'at the homes of farmers in local communities', 'in buildings other than farmers homes in the local communities') depending on the distance from the farmers' homes to the school," was designated by 25.5 per cent of the farmers, 64.2 per cent of the teachers of agriculture and 53.3 per cent of the principals of secondary schools.
- (14) One hundred and thirty-seven, or 61.2 per cent, of the 224 represented farmers, 138, or 59.5 per cent, of the 232 participating teachers of agriculture and 144, or 60.5 per cent, of the 238 participating principals of secondary schools expressed the opinion, "Fees to offset the cost of the adult farmer program should be collected only for 'extra' activities such as suppers, picnics, etc."
- (15) One hundred and six, or 47.3 per cent, of the 224 participating farmers, 126, or 54.3 per cent, of the 232 teachers of agriculture represented in this study and 134, or 56.2 per cent, of the 238 participating principals of secondary schools designated the opinion, "With regard to transportation, efforts should be made to trade rides between the individual farmers." The opinion, "encourage each farmer to provide his own ride", was supported by 26.7 per cent, 25.4 per cent and 28.6 per cent, respectively.

- (16) Ninety-seven, or 43.3 per cent, of the 224 farmers represented in this study, 163, or 70.2 per cent, of the 232 participating teachers of agriculture and 149, or 62.6 per cent, of the 238 represented principals of secondary schools designated the opinion, "New members should be brought into the adult farmer classes by all persons interested in the success of the program including the boys in the all-day classes." Sixty-two, or 27.6 per cent, of the tillers of the soil stated, as a second preference, the opinion, "New members should be brought into the adult farmer classes by all the members of the class."
- (17) One hundred and fifty-one, or 67.4 per cent, of the 224 participating farmers, 189, or 81.4 per cent, of the represented teachers of agriculture and 193, or 81.1 per cent of the 238 principals of secondary schools represented in this study expressed the opinion, "A chairman and secretary (as well as any other officers thought necessary) should be elected by the members of the group." The opinion, "The teacher should act as chairman," was designated by 50, or 22.3 per cent, of the represented farmers.
- (18) One hundred and thirty-one, or 56.5 per cent, of the 232 teachers of agriculture represented in this study and 130, or 54.6 per cent, of the 238 represented principals of secondary schools, expressed the opinion, "The class should be organized as a small group, carefully selected on the basis of the farming practices used on the home farm"; 60, or 26.7 per cent, of the 224 farmers represented in this study reflected this alternative. The opinion, "The class should be organized on a 'come one, come all' basis regardless of the type of

farm operated," was supported by 73.2 per cent of the farmers, 43.5 per cent of the teachers and 45.4 per cent of the principals of secondary schools.

- (19) One hundred and fifty-six, or 69.6 per cent, of the 224 represented farmers, 97, or 41.8 per cent, of the 232 teachers of agriculture represented in this study and 124, or 52.1 per cent, of the 238 participating administrators expressed the opinion, "Age, interests and farming background would not matter in making up the class." Thirty and four tenths per cent of the farmers, 58.2 per cent of the teachers of agriculture and 47.9 per cent of the principals of secondary schools designated the opinion, "Adult farmer classes should be organized of farmers who are about the same age and who have similar interests and farming backgrounds."
- (20) The major portion of the 224 farmers, 232 teachers of agriculture and 238 principals of secondary schools represented in this study reflected the opinion that the following consideration was "Very Important" to a well organized program of adult farmer classes:
- (a) All interested farmers to be contacted before the class begins and the proposed program discussed with them.
- (21) The major portion of the 224 farmers, 232 teachers of agriculture and 238 principals of secondary schools indicated the opinion that the following considerations were "Moderately Very Important" to a well organized program of adult farmer classes:
- (a) A selected group of farmers and local agricultural leaders as an advisory council for the program.
 - (b) A program of instruction planned in co-ordination with the other agricultural agencies of the community.

- (c) Notice of the meetings to be mailed to all farmers who indicate a desire to attend.
- (d) A program having the support of the local school leaders and businessmen.
- (e) Heating, lighting, ventilation, type and size of chairs, arrangement of seats and blackboard suited to the class instruction.

(22) The major portion of the 224 farmers, 232 teachers and 238 principals of secondary schools represented in this study reflected the opinion that the following considerations were "Important" to a well organized program of adult farmer classes:

- (a) Frequent surveys of the agricultural resources (both human and natural) of the community.
- (b) Frequent articles in the local newspaper (or newspaper most commonly read in the community).
- (c) The farmers as a group to measure the progress and worth of the studies completed.
- (d) A program of instruction planned in co-ordination with the other agricultural classes of the school and community.
- (e) An attendance record to be kept at each meeting by the secretary.

(23) The major portion of the 224 farmers, 232 teachers of agriculture and 238 principals of secondary schools designated the opinion that the following considerations were "Slightly Important" to a well organized program of adult farmer classes:

(a) Joint meetings of Vocational Agricultural (men) and Home Economics (women) classes.

(b) Diplomas showing the lessons completed presented at the end of the course.

- (24) Eighty-five, or 37.9 per cent, of the 224 farmers represented in this study, 75, or 32.3 per cent, of the participating teachers of agriculture and 84, or 35.2 per cent, of the 238 represented principals of secondary schools expressed the opinion, "The conference procedure, supplemented by talks or lectures by the teacher if it were found that the experiences of the group were limited, is the method of teaching best suited to adult classes." The opinion, "The conference procedure is the method of teaching best suited to adult farmer classes," was designated by 21.4 per cent of the farmers, 29.7 per cent of the teachers of agriculture and 29.4 per cent of the principals of secondary schools. Twenty-two and eight tenths per cent, 27.2 per cent and 26.0 per cent, respectively, reflected the opinion, "Farmers participating in discussions led by the teacher, specialist in the field and/or 'key' farmers of the class."
- (25) One hundred and sixty-nine, or 75.4 per cent, of the 224 participating farmers, 153, or 65.9 per cent, of the 232 teachers of agriculture represented in this study and 169, or 71.0 per cent, of the participating principals of secondary schools designated the opinion, "The objectives, content and methods of instructing adult farmers should be determined by the group as a whole working with the advisory council."
- (26) One hundred and twenty-two, or 54.5 per cent, of the 224 farmers represented in this study, 143, or 61.6 per cent, of the 232

participating teachers of agriculture and 157, or 66.0 per cent, of the 238 represented secondary school principals expressed the opinion, "The method of teaching should be based on the plan that suits the members of the class the best." The opinion, "The plan for teaching should be changed from time to time according to the topic being discussed," was designated by 37.9 per cent of the farmers, 32.7 per cent of the teachers of agriculture and 28.6 per cent of the secondary school administrators.

- (27) Ninety-six, or 42.9 per cent, of the 224 farmers represented in this study, 133, or 57.3 per cent, of the 232 participating teachers of agriculture and 139, or 58.4 per cent, of the 238 represented principals of secondary schools reflected the opinion, "The discussion should be rather informal, but with rules of conduct formed by the group itself." The opinion, "The discussion should be rather informal with all members participating without too many rules of conduct," was stated as the second preference by all three groups of participants.
- (28) One hundred and nine, or 48.6 per cent, of the 224 participating farmers, 78, or 33.6 per cent, of the 232 represented teachers of agriculture and 116, or 48.8 per cent, of the 238 principals of secondary schools represented in this study reflected the opinion, "Discussion of the topic should lead to rather general recommendations so that each farmer may form his own practices." Ninety-two, or 41.1 per cent, of the tillers of the soil, 121, or 52.2 per cent, of the teachers of agriculture and 90, or 37.8 per cent, of the secondary school administrators designated the opinion, "Discussion

of the topic should lead to practices closely lined up with those recommended by the experiment stations."

- (29) One hundred and thirty-two, or 58.9 per cent, of the 224 represented farmers, 147, or 63.4 per cent, of the 232 participating teachers of agriculture and 159, or 66.8 per cent, of the represented principals of secondary schools indicated the opinion, "The topic should be organized to include, in addition to the information needed to solve immediate problems, information on related or future problems. Twenty-five and four tenths per cent of the teachers and 24.7 per cent of the principals of secondary schools reflected the opinion, "The topic should be organized to include only such information as will be needed by the farmer to solve his immediate problems"; 28.1 per cent of the farmers reflected the opinion, "The discussion should be organized to include all the information available about the topic."
- (30) One hundred and seventy-three, or 77.2 per cent, of the 224 farmers participating in this study, 141, or 60.8 per cent, of the 232 represented teachers of agriculture and 131, or 55.0 per cent, of the 238 principals of secondary schools represented in this study designated the opinion, "The course of instruction should be organized around new developments and possible future problems as well as present problems in the community."
- (31) The opinion, "The course of instruction should be organized around, in addition to the agricultural training, some study of problems relating to community and family living," was designated by 52.2 per cent of the 224 represented farmers, 73.7 per cent of the 232

participating teachers of agriculture and 70.2 per cent of the 238 represented principals of secondary schools.

- (32) One hundred and thirty, or 58.0 per cent, of the 224 participating farmers, 161, or 69.3 per cent, of the 232 teachers of agriculture represented in this study and 137, or 57.6 per cent, of the 238 participating principals of secondary schools reflected the opinion, "The topic should be brought before the group about three weeks before the practice will be used on the home farm." The opinion, "The topic should be brought before the group at the time the practice is being used on the home farms of the members," was supported by 23.6 per cent of the farmers, 27.6 per cent of the teachers of agriculture and 35.7 per cent of the secondary school administrators.
- (33) One hundred and seventy-seven, or 78.9 per cent, of the 224 represented farmers, 205, or 88.4 per cent, of the 232 participating teachers of agriculture and 214, or 89.9 per cent, of the 238 principals of secondary schools represented in this study expressed the opinion, "The topic should be presented using terms that are commonly used in the community."
- (34) One hundred and fifteen, or 51.3 per cent, of the 224 participating farmers, 144, or 62.1 per cent, of the teachers of agriculture represented in this study and 147, or 61.7 per cent, of the participating secondary school principals reflected the opinion, "The teacher can suggest additional reading for those who wish to use it." Twenty-seven and two tenths per cent of the farmers, 24.6 per cent of the teachers of agriculture and 18.9 per cent of the school

administrators designated the opinion, "The teacher should print a summary of material about the problem to give to the members."

(35) The following teaching aids were considered "Very Important" by the major portion of the 232 teachers of agriculture and 238 principals of secondary schools represented in this study and "Moderately Very Important" by the major part of the 224 participating farmers:

- (a) Tours to the farms of class members.
- (b) Demonstrations at the farms of members.
- (c) Home visitations by the teacher.
- (d) Opportunity for the members to "do" the things talked about.

(36) The following teaching aids were considered "Moderately Very Important" by the major portion of the 224 farmers, 232 teachers of agriculture and 238 principals of secondary schools participating in this study:

- (a) Experimental planting and breeding (or feeding) trials on the farms of members.
- (b) Keeping of record books.
- (c) Supervision by the teacher of the carrying out of improved practices on the home farms.
- (d) Cooperative buying and selling activities.

(37) The following teaching aids were considered "Important" by the major portion of the 224 farmers, 232 teachers of agriculture and 238 principals of secondary schools participating in this study:

- (a) Motion pictures.
- (b) Film slides.
- (c) Charts and graphs.

- (d) Trips to agricultural plants.
- (e) Trips to farms in other communities.
- (f) Use of materials that are the same as the subject discussed in class.
- (g) Shop and laboratory demonstrations.
- (h) Demonstrations by the boys from the all-day class.
- (i) Printed summaries of the recommendations made at the end of the discussion.
- (j) Fairs and shows.
- (k) Breeding circles.

(38) The following teaching aids were considered "Slightly Important" by the major portion of the 224 farmers, 232 teachers of agriculture and 238 principals of secondary schools represented in this study:

- (a) Printed outlines of the material to be discussed.
- (b) Pig chains.

III. CRITERIA FOR ESTABLISHING ADULT FARMER CLASSES IN VOCATIONAL AGRICULTURE IN LOUISIANA

- (1) Make the adult farmer class an essential part of the total school program.

The adult farmer class is only a part of the total school program. True, it is an essential part--a part which reflects considerable credit on the school as a whole--since it meets the needs of a large group of "learners" not reached by the school through other means. Yet, it is only one of the many offerings of the total school program. The teacher of agriculture must exercise good judgment in promoting an adult farmer class. Its importance can be measured by the extent of its contributions to the over-all objectives and organization of the total program. The teacher of agriculture must determine this point of balance and strive to promote and maintain the adult farmer class at the level commensurate with its contributions.

(2) Be an active supporter of the total school program.

The teacher of agriculture has an enviable position in the school. He should not, however, exploit this advantage for personal gain, but should strive to reflect credit on the "whole" of the school. He should share his decisions, his responsibilities and his plaudits. He should participate in--and contribute to--as many school activities as possible. He should strive to include all of the school personnel in his efforts, utilizing their strengths to complement and supplement his own attributes and weaknesses and, as a result, providing a more well-rounded program.

(3) Know your community.

The teacher of agriculture should be thoroughly founded as to the quality and extent of the agricultural resources (both human and natural) of his community. It is only upon such a knowledge that he can build a functional program of adult farmer education that will meet the challenge of a continuing education for all. He must know the real needs and desires of the farmers. He must be able to analyze and synthesize these needs and desires with the natural resources at his command in order to fulfill the educational goal of individual and social enhancement.

(4) Know yourself.

The teacher of agriculture must "know himself" if he is to plan, organize, conduct and follow-up a functional program of adult farmer classes. He must know his strengths and his weaknesses, his faults and his virtues. Furthermore, he must strive without ceasing to minimize his weaknesses and capitalize his strengths, integrating the many facets of his personality into a totality that prepares him for the kind of service the community has the right to expect.

(5) Act the role of a "stimulator".

The teacher of agriculture must know human nature. He must accept the farmer "where he is" and strive to titillate his embryonic and underdeveloped interests toward the ultimate goals of "self-realization" and "self-development". He must not be a "teller" or a "director"; he should be, instead, a guide, a stimulator, a counselor, a friend and a fellow "learner".

(6) Plant the seed and help it to grow.

A teacher of agriculture should not expect his adult farmer program to accomplish miracles within a short period after its inception. Farmers are cautious about accepting new ideas and practices. The teacher should exercise good judgment in suggesting new practices and should not expect all of the farmers to accept them entirely the first year. He should nurture any degree of acceptance that is evidenced and help it develop into a full fledged endorsement of

the practice. Nor should he "give up" if the farmers seem slow in accepting the new practice. The farmers will accept it in their own way--and upon their own realization of its value to them. Your assurance of its value will be only a supporting factor in their acceptance of it.

(7) Make the adult farmer offering a community program.

The teacher of agriculture should include all of the interested persons of the school and community in the planning, organization and conduct of his adult farmer class. The farmers, the school administrators, the teachers, the businessmen, the boys of the all-day class, the agricultural agencies of the community--all should be invited and encouraged to participate and contribute to the adult farmer program. It should be "OUR" class and "OUR" program; not teacher Smith's or teacher Jones' program.

(8) Make it a complete program.

The teacher of agriculture should strive to integrate all of the phases of the adult farmer program into a functional totality. The planning, the preparation, the organization, the follow-up--all of these facets play a vital role in the ultimate success of the program. None of them can be "sold short"; none can be left-out or minimized if the over-all program is to succeed.

(9) Sell the program to the school and community.

The teacher of agriculture does not wait for his constituents to beat a pathway to his door or his school administrator to ask for an adult program. True, he does not force an unwanted step-child on his clients, but, nevertheless, he sallies forth to "sell" his program and himself to his school and community. The inherent qualities of the adult farmer program make it such that there will be many "backers" and even more "takers"--provided they know about it and are made to feel that they are a part of it.

(10) Utilize every possible technique in providing a functional adult farmer program.

No item is too small or too insignificant to merit consideration in analyzing and synthesizing an integrated program that will fulfill the needs and desires of your constituents. The fault in a program may lie in a most unsuspected place. Only through a careful analysis and a continuing endeavor to provide dynamic means for meeting these needs and desires can a successful program be developed and maintained. The manner of approaching the problem, the teaching method employed, the transportation facilities available, the character of the group--these and the many other phases of the adult farmer program must undergo the closest of scrutiny with the view of further extending the service to all who need it, want it and can profit by it.

(11) Continued endeavor a "must".

An adult farmer program, no matter how functional, can always be broadened--either in quality or in scope. There remains to be reached a large untapped reservoir of potential "adult learners". Devising a functional program to meet the needs of this group and extending it to all is a challenge no teacher of agriculture can ignore.

(12) Develop clear-cut goals.

Every program must have an end point in mind--a point where it can be said, "this contribution has been made", or, "this value has been enhanced". These end points should be attainable--yet should be a challenge not easily vanquished. Stimulate your group to "aim high" and encourage their efforts until the peak is reached. A goal can always be moved upward, but it rankles to fall short of its attainment.

IV. RECOMMENDATIONS

The writer would make the following recommendations with respect to other studies needed in the field of adult farmer education.

- (1) It is indicated that further investigation is needed with respect to the "character of the adult farmer group".
- (2) It is indicated that further study is needed with respect to "selling the adult farmer program to the school and community".
- (3) It is indicated that further study is needed with respect to "the survey of human resources in the community".
- (4) It is indicated that further study is needed with respect to "the analysis and synthesis of the factual data into a functional program".
- (5) It is indicated that further detailed study is needed with respect to "methods, teaching procedures and teaching aids".

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APPENDIX A

One of the best ways to get usable information about any problem is to give it to the men out in the field who are directly concerned by its answer. Your help is respectfully requested in the answering of the question, "What do you feel an adult farmer class in Vocational Agriculture should provide to meet the needs of farmers in your community?" It is not necessary for you to have attended such a class in the past; however, such attendance might bring to your mind suggestions that will aid in the improvement of present or later classes.

Kindly complete the following questions, marking the statements in the manner which agrees with your feelings about the organization and instruction of such classes. Your answers will be placed in a study being conducted through the Department of Agricultural Education of Louisiana State University; approximately 2000 adult farmers, agriculture teachers, school principals and agricultural leaders have been asked to help in supplying the facts about which the study will be written. Your name will not be used in the study; only a summary of your (and the other farmers', teachers', etc.) answers will be included.

It would be greatly appreciated if you would check these questions in keeping with your thinking on the problem so that future classes may have the benefit of your opinion in their organization. A self-addressed envelope is enclosed for your convenience in returning the forms. My sincere thanks to you.

Very truly yours,

/s/ Ord L. Campbell

ORD L. CAMPBELL
Graduate Student
Louisiana State University
Baton Rouge, Louisiana

In selecting the farmers to whom these questionnaires are mailed, I attempted to pick a group which I felt could most nearly help me with my problem. I think you are one of this group.

Already many worthwhile opinions have been given by many other farmers throughout the entire state. Needless to say, I am very anxious to obtain even more answers so that the study will represent as large a group as possible. I feel that I can count on your help.

As I am anxious to complete this study by May 1, 1953, it is sincerely hoped that you will find an opportunity to check the forms and return them in the enclosed envelope by that time in order that your opinions may help in guiding the recommendations for future adult farmer classes. Again, my sincere thanks to you.

Yours truly,

/s/ Ord L. Campbell

ORD L. CAMPBELL
Graduate Student
Louisiana State University
Baton Rouge, Louisiana

I am a hard man to admit defeat. I would like very much to include your opinions, along with those of several hundred other outstanding farmers throughout the state, in my study on adult farmer education.

It is sincerely hoped that you will find a few minutes in this busy farming season to check and return the forms so that your suggestions may be a part of this study.

Will you PLEASE help me?

My sincere thanks to you,

/s/ Ord L. Campbell

ORD L. CAMPBELL
Graduate Student
Louisiana State University
Baton Rouge, Louisiana

INQUIRY CONCERNING ADULT FARMER CLASSES IN VOCATIONAL AGRICULTURE

NOTE: Adult farmer classes in Vocational Agriculture are short courses of well organized instruction on practical, everyday farm problems. They are offered as a part of the program of the Department of Vocational Agriculture in the local high schools. They are for persons who are in the business of farming. Home visitations by the vocational agriculture teacher are a part of the classes and the farmers are encouraged to use improved farming methods on their home farms.

FAMILY AND FARM INFORMATION

1. Age_____ 2. Race (circle one) White Colored
3. Highest school year attended: (circle one) 1 2 3 4 5 6
7 8 9 10 11 12 _____
4. Number of years (if any) in high school Vocational Agriculture_____
5. Farming status: (check one) Owner_____ Cash renter_____
Share renter_____ Both own and rent_____
6. What per cent of your total farm income is from Crops?_____
Livestock?_____ Truck Crops?_____
7. Number of acres in cultivation (crops and improved pasture)_____
8. Number of children in school_____
9. Miles from nearest school_____
10. Do you have a car? Yes____ No____ 11. A telephone? Yes____ No____
12. Have you ever attended an adult class in Vocational Agriculture?
Yes____ No____
13. Do you feel that there is a need in your community for adult classes
in Vocational Agriculture? Yes____ No____

ORGANIZATION OF THE SCHOOL

DIRECTIONS: Place an X in the parenthesis () to the left of the statement that agrees most nearly with your opinion.

EXAMPLE: Adult farmer classes are: (MARK ONE)

- () 1. not a definite part of the whole school program.
- (X) 2. a definite part of the offerings of the school.
- () 3. a program entirely separate from the school.

Since number 2 agrees most nearly with my thinking on adult farmer classes, I have placed an X next to that statement. WOULD YOU PLEASE MARK EACH OF THE FOLLOWING STATEMENTS WITH YOUR ESTIMATE OF THE ANSWER THAT MOST NEARLY SUITS YOUR FEELING ON THE SUBJECT.

14. An adult farmer program should be organized: (MARK ONE)

- () 1. over a period of several years.
- () 2. over a period of a year.
- () 3. over a shorter period with occasional meetings at other times of the year.

15. I feel that adult farmer classes should be held: (MARK ONE)

- () 1. at weekly intervals.
- () 2. at monthly intervals.
- () 3. twice a month.
- () 4. twice a week.

16. Adult farmer classes can best be held: (MARK ONE)

- () 1. during the day.
- () 2. in the evenings after 6:00 p.m.
- () 3. in the evenings after 7:00 p.m.
- () 4. in the evenings after 8:00 p.m.
- () 5. on Saturday.

17. The best size of the adult farmer class for good discussion and practice is: (MARK ONE)

- () 1. 15 members.
- () 2. 20 members.
- () 3. 25 members.
- () 4. more than 25 members.
- () 5. less than 15 members.

18. In my opinion, social and recreational activities (suppers, games, programs) should be provided: (MARK ONE)
- ☐ 1. at every meeting of the adult farmer class.
 - ☐ 2. at one or more times during the course of instruction.
 - ☐ 3. only at the end of the course.
 - ☐ 4. not at all.
19. In my opinion, adult farmer classes should be held: (MARK ONE)
- ☐ 1. in the school buildings.
 - ☐ 2. at the homes of farmers in local communities.
 - ☐ 3. in buildings other than farmers' homes in the local communities.
 - ☐ 4. a combination of the above depending on the distances from the farmers' homes to the school.
20. Fees to offset the costs of the adult farmer program would: (MARK ONE)
- ☐ 1. make me feel that I had a share in the program.
 - ☐ 2. discourage me from attending the class.
 - ☐ 3. be collected only for "extra" activities such as suppers, picnics, etc.
 - ☐ 4. not be collected for any reason.
21. With regard to transportation, efforts should be made to: (MARK ONE)
- ☐ 1. trade rides between the individual farmers.
 - ☐ 2. furnish school bus service.
 - ☐ 3. encourage each farmer to provide his own ride.
 - ☐ 4. hold the classes within walking distance of a small group of farmers.
22. New members should be brought into adult farmer classes by: (MARK ONE)
- ☐ 1. the teacher.
 - ☐ 2. a group of farmers selected from the class.
 - ☐ 3. all the members of the class.
 - ☐ 4. the school board or school principal.
 - ☐ 5. all persons interested in the success of the program including the boys in the all-day classes.
23. A chairman and secretary (as well as any other officers thought necessary) should: (MARK ONE)
- ☐ 1. be elected by the members of the adult farmer class.
 - ☐ 2. be appointed by the teacher of vocational agriculture.
 - ☐ 3. be appointed by the advisory council.
 - ☐ 4. the teacher should act as chairman.

24. The adult farmer class should be organized: (MARK ONE)

- () 1. on a "come one, come all" basis regardless of the type of farm operated.
- () 2. as a small group, carefully selected on the basis of farming practices used on the home farms.

25. Adult farmer classes should be organized: (MARK ONE)

- () 1. of farmers who are about the same age and who have similar interests and farming backgrounds.
- () 2. age, interests and farming background would not matter in making up the classes.

DIRECTIONS: Place a circle around the letters to the right of the statement which agrees with your opinion of the value of the item to the proper organization of a workable adult farmer program in Vocational Agriculture.

VI - Very Important

I - Important

U - Unimportant

EXAMPLE: If you feel that the time an adult farmer class is held is "Important," you would circle the I to the right of the statement.

x. The adult farmer meeting should be held at a time suited to the wishes of the farmers. VI I U

If, on the other hand, you think the statement to be "Very Important" to the success of the adult program, you would circle the VI.

x. The adult farmer meeting should be held at a time suited to the wishes of the farmers. VI I U

The same plan would be followed if you thought the statement to be "Unimportant". Only one set of letters would be circled for each statement.

PLEASE USE THE SAME PLAN FOR THE FOLLOWING:

26. A well organized program of adult farmer classes would utilize:

- (a) A selected group of farmers and local agricultural leaders as an advisory council for the program. VI I U
- (b) Joint meetings of Vocational Agricultural (men) and Home Economics (women) classes. VI I U
- (c) Frequent surveys of the agricultural resources (both human and natural) of the community. VI I U

- | | | | |
|---|----|---|---|
| (d) Frequent articles in the local newspaper (or newspaper most commonly read in your community). | VI | I | U |
| (e) Diplomas showing the lessons completed presented at the end of the course. | VI | I | U |
| (f) The farmers as a group to measure the progress and worth of the studies completed. | VI | I | U |
| (g) A program of instruction planned in coordination with the other agricultural agencies of the community. | VI | I | U |
| (h) A program of instruction planned in coordination with the other agricultural classes of the school and community. | VI | I | U |
| (i) All interested farmers to be contacted before the class begins and the proposed program discussed with them. | VI | I | U |
| (j) Notice of the meeting to be mailed to all farmers who indicate a desire to attend. | VI | I | U |
| (k) An attendance record to be kept at each meeting by the secretary. | VI | I | U |
| (l) A program having the support of the local school leaders and businessmen. | VI | I | U |
| (m) Heating, lighting, ventilation, type and size of chairs, arrangement of seats and blackboard suited to the class instruction. | VI | I | U |

INSTRUCTION IN THE SCHOOL

DIRECTIONS: Place an X in the parenthesis () to the left of the statement that agrees most nearly with your opinion. (MARK ONLY ONE)

27. I feel that the teacher plan best suited to my needs is:

- () 1. talks by the teacher and/or specialists from the University, extension service and other sources.
- () 2. farmers participating in discussions led by the teacher, specialists in the field, and/or "key" farmers of the class.
- () 3. group discussions in which all the farmers participate and "pool" their experience and arrive at group plans for activity; the teacher or "key" farmers would serve as discussion leader.
- () 4. group discussions in which all farmers participate and "pool" their experiences and arrive at group plans for activity; the teacher to give talks or lectures if it were found that the experiences of the group were limited.

28. In my opinion, the objectives, content and methods of instructing adult farmer classes should be determined by: (MARK ONE)

- () 1. the group as a whole working with the advisory council, teacher, school leaders and other interested persons.
- () 2. the advisory council and the teacher.
- () 3. the teacher alone.
- () 4. the State Department of Education or teacher training institution.

29. The plan for teaching should be: (MARK ONE)

- () 1. the same for every meeting.
- () 2. changed from time to time according to the topic being discussed.
- () 3. changed from time to time regardless of the topic being discussed.
- () 4. based on the plan that suits the members of the class the best.

30. The discussion should be: (MARK ONE)

- () 1. rather formal and follow the accepted rules for conducting public meetings.
- () 2. rather informal with all members participating without too many rules of conduct.
- () 3. rather informal, but with rules of conduct formed by the group itself.
- () 4. controlled by the teacher or group leader.

31. Discussion of the topic should lead to: (MARK ONE)

- () 1. rather definite and detailed recommendations as to the practices to be used.
- () 2. rather general recommendations so that each farmer may form his own practices.
- () 3. practices closely lined up with those recommended by the experiment stations.

32. The topic should be organized to include: (MARK ONE)

- () 1. all information available about that topic.
- () 2. only such information as will be needed by the farmer to solve his immediate problems.
- () 3. in addition to the information needed to solve immediate problems, should have additional information on related or future problems.

33. The course of instruction should be organized around: (MARK ONE)

- () 1. only present problems of immediate need in the community.
- () 2. new developments and possible future problems as well as present problems in the community.
- () 3. only instruction that is new and different from that which is practiced in the community.
- () 4. present or future problems not only of the community, but of the state and nation as well.

34. In my opinion, the course of instruction should be organized around: (MARK ONE)

- () 1. in addition to the agricultural training, some study of problems relating to community and family living.
- () 2. should be confined only to agricultural work.
- () 3. should contain topics such as science and mathematics related to agriculture, writing, health, reading, etc.

35. The topic should be brought before the group: (MARK ONE)

- () 1. at the time the practice is being used on the home farms of the members.
- () 2. about three weeks before the practice will be used on the home farm.
- () 3. the time that the topic is taught will not affect its use on the home farm.

36. The topic should be presented using: (MARK ONE)

- () 1. terms that are commonly used in the community.
- () 2. terms given in textbooks and/or bulletins on the subject.
- () 3. in the language of the teacher or specialist on the topic.

37. I believe that: (MARK ONE)

- () 1. additional reading assignments from books and/or bulletins should be given by the teacher.
- () 2. no additional reading should be assigned.
- () 3. the teacher should print a summary of material about the problem to give to the members.
- () 4. the teacher can suggest additional reading for those who wish to use it.

DIRECTIONS: Place a circle around the letters to the right of the statement which agrees with your opinion of the value of the item to good teaching.

VI - Very Important
I - Important
U - Unimportant

38. An adult farmer class could utilize the following activities:

(a) tours to the farms of class members.	VI	I	U
(b) demonstrations at the farms of members.	VI	I	U
(c) moving pictures.	VI	I	U
(d) film slides.	VI	I	U
(e) charts, graphs.	VI	I	U
(f) experimental plantings and breeding (or feeding trials) on the farms of members.	VI	I	U
(g) trips to agricultural plants.	VI	I	U
(h) trips to farms in other communities.	VI	I	U
(i) keeping of record books.	VI	I	U
(j) use of sample materials that are the same as the subject discussed in the class.	VI	I	U
(k) shop and laboratory demonstrations.	VI	I	U
(l) demonstrations by the boys from the all-day classes.	VI	I	U
(m) printed outlines of the material to be discussed.	VI	I	U
(n) printed summaries of the recommendations made at the end of the discussion.	VI	I	U
(o) fairs and shows.	VI	I	U
(p) home visitations by the teacher.	VI	I	U
(q) supervision by the teacher of the carrying out of improved practices on the home farms.	VI	I	U
(r) pig chains.	VI	I	U
(s) breeding circles.	VI	I	U
(t) cooperative buying and selling activities.	VI	I	U
(u) opportunity for the members to "do" the activities talked about.	VI	I	U

39. REMARKS: _____

APPENDIX B

Educators are continually striving to improve their educational offerings to bring about individual and social betterment. Every facet of the educational system must be periodically reviewed to ascertain its worth and revised to delineate possible ways of improving and increasing its services to the community.

It is the intent of the writer to study adult farmer classes in Vocational Agriculture with just such a view in mind. It is hoped that by surveying the opinions of outstanding men in the field who are directly concerned with its operation and enhancement, possible avenues for improvement may be pointed out and worthwhile suggestions for future organization and instruction promulgated.

It is respectfully requested that you consider the enclosed questionnaire in that light by reflecting your opinions relative to the various phases of the program.

Your consideration in this matter will be greatly appreciated.

Very truly yours,

/s/ Ord L. Campbell

ORD L. CAMPBELL
Graduate Student
Louisiana State University
Baton Rouge, Louisiana

It is gratifying to note the many worthwhile opinions and suggestions which the returned adult farmer questionnaires have reflected up to this time. Anticipation is even greater for the numerous additional suggestions which it is hoped will be elicited by this letter.

The comprehensiveness hoped for by the writer in sending the questionnaire to all principals regardless of whether their school afforded an agricultural program is apparently bearing fruit. The broadened point of view reflected will be extremely helpful in formulating an over-all framework for future adult farmer classes.

I hesitate to ask again for even a small portion of your time as I know something of the demands placed on principals and/or teachers of agriculture in the field. However, I feel that the problem of adult farmer classes is one which is of sufficient importance to you now, or in the future, to be worthy of your consideration.

My sincere appreciation to you for your cooperation.

Yours truly,

/s/ Ord L. Campbell

ORD L. CAMPBELL
Graduate Student
Louisiana State University
Baton Rouge, Louisiana

With a target date of May 20th staring me in the face, I am making one more appeal to you busy educators out there on the firing line to send in your suggestions on adult farmer classes in vocational agriculture.

The response to date has been most gratifying; however, several additional returns are needed to push it over the 60 per cent mark and make the study more truly representative of the outstanding educators of the state.

I feel that I can count on your help. My sincere thanks to you.

Very truly yours,

/s/ Ord L. Campbell

ORD L. CAMPBELL
Graduate Student
Louisiana State University
Baton Rouge, Louisiana

INQUIRY CONCERNING ADULT FARMER CLASSES IN VOCATIONAL AGRICULTURE

NOTE: Adult farmer classes in Vocational Agriculture are short intensive courses of systematic instruction in practical farm problems, and are part of the program offered by Departments of Vocational Agriculture; they are organized primarily for persons who have entered upon the work of the farm, and in which such persons do at least six months of supervised or directed farm practice in agriculture.

IMPORTANCE OF ADULT FARMER CLASSES IN VOCATIONAL AGRICULTURE TO THE TOTAL SCHOOL PROGRAM

DIRECTIONS: Kindly indicate the importance of each of the following statements to the over-all organization and objectives of your school in providing needed services to your community. (Circle one).

VI - Very Important
I - Important
U - Unimportant

- | | |
|--|--------------|
| 1. Adult farmer classes reach a relatively large group which is in need of education in order that members may meet the demands of modern day society. | VI I U |
| 2. Adult classes in agriculture help to utilize the school facilities and teaching personnel more fully and effectively. | VI I U |
| 3. Adult classes in agriculture help win community support for the total school program. | VI I U |
| 4. Adult farmer classes provide additional tangible evidence of the work being done by the school and school personnel. | VI I U |
| 5. Adult farmer classes help the farmers to become better individuals and, as a result, better members of the community and society as a whole. | VI I U |
| 6. Adult classes in agriculture help improve the "level of living" in the community by assisting the farmers in becoming economically independent | VI I U |
| 7. Adult classes in agriculture help develop community leaders. | VI I U |
| 8. Adult classes in agriculture help to promote rural-urban cooperation. | VI I U |
| 9. Adult farmer classes stimulate increased moral and financial support of the school program. | VI I U |

- | | | | |
|---|----|---|---|
| 10. Adult classes in agriculture bring about increased school enrollments. | VI | I | U |
| 11. Adult classes in agriculture increase the "holding power" of the school for its all-day students. | VI | I | U |
| 12. Adult farmer classes in agriculture promote cooperation between the school, the businessmen and all other agencies in the community interested in educational progress. | VI | I | U |
| 13. Adult classes in agriculture help the teacher and school administrator to keep abreast of community needs. | VI | I | U |
| 14. Adult classes stimulate the teacher of agriculture to keep abreast of advanced technology. | VI | I | U |
| 15. Adult farmer classes enhance the improvement of instruction through requiring that the teacher of agriculture utilize the best possible procedures with mature individuals. | VI | I | U |
| 16. Adult classes in agriculture lower the per capita cost of the instruction of the teacher of vocational agriculture. | VI | I | U |
| 17. Adult classes in agriculture aid in establishing young men of the school in the community. | VI | I | U |

RELATIONSHIP OF ADULT FARMER CLASSES TO THE TOTAL SCHOOL PROGRAM

DIRECTIONS: Kindly indicate the importance of the following in establishing the proper relationship of adult classes in Vocational Agriculture to the balance of the school program. (Circle one).

- | | | | |
|--|----|---|---|
| 18. The adult class should be planned and executed with the participation of the school administrator, the teacher of vocational agriculture, the advisory council, the farmers and other interested persons in the community. | VI | I | U |
| 19. The need for the adult class should be based on factual data obtained by surveying the community. | VI | I | U |
| 20. Tactful, constructive criticism should be offered by the school administrator concerning the adult program. | VI | I | U |
| 21. Consideration should be given to the duties of the teacher of vocational agriculture in the all-day school program before planning the adult farmer program. | VI | I | U |

- | | | | |
|--|----|---|---|
| 22. The teacher of vocational agriculture should consult with the school administrators and advisory council from time to time during the progress of the program. | VI | I | U |
| 23. The teacher of vocational agriculture and the administrator should consider the adult program as an integral part of the total school program and should promote it as such. | VI | I | U |
| 24. The teacher of vocational agriculture should invite participation and criticism on the part of the school administrator. | VI | I | U |
| 25. The administrator and the teacher of vocational agriculture should both be familiar with the problems of the total program. | VI | I | U |
| 26. Publicity concerning the adult class should relate it as a school activity—not a teacher function. | VI | I | U |
| 27. The teacher of vocational agriculture should strive to organize the best possible presentation in order to reflect credit on the school. | VI | I | U |
| 28. The school administrator should participate in the adult program, home visitations, fairs and other activities of the agriculture department. | VI | I | U |
| 29. The teacher of vocational agriculture, as a faculty member, should participate in as many community and school activities as feasible. | VI | I | U |
| 30. Both the administrator and the teacher of vocational agriculture should keep community, rather than personal, objectives foremost. | VI | I | U |
| 31. Any disagreements between the administrator and the teacher of vocational agriculture should be settled privately. | VI | I | U |

ORGANIZATION IN THE SCHOOL

DIRECTIONS: Select from among the alternatives given for each statement the one which most nearly expresses your opinion. Place the number of that alternative in the blank to the left of the statement.

32. ____ An adult farmer program should be organized: (1) over a period of several years; (2) over a period of a year; (3) over a shorter period with occasional meetings at other times of the year.

33. _____ Adult farmer classes can best be held: (1) during the day; (2) in the evenings after 6:00 p.m.; (3) in the evenings after 7:00 p.m.; (4) in the evenings after 8:00 p.m.; (5) on Saturday.
34. _____ Adult farmer classes should be held: (1) at weekly intervals; (2) at monthly intervals; (3) twice a month; (4) twice a week.
35. _____ The best size of the adult farmer classes for good discussion and practice is: (1) 15 members; (2) 20 members; (3) 25 members; (4) more than 25 members; (5) less than 15 members.
36. _____ In my opinion, social and recreational activities (suppers, games, programs) should be provided: (1) at every meeting of the adult farmer class; (2) at one or more times during the course of instruction; (3) only at the end of the course; (4) not at all.
37. _____ In my opinion, adult farmer classes should be held: (1) in the school buildings; (2) at the homes of farmers in local communities; (3) in buildings other than farmers' homes in the local communities; (4) a combination of the above depending on the distance from the farmers' homes to the school.
38. _____ Fees to offset the costs of the adult farmer program would: (1) make the farmer feel that he had a share in the program; (2) discourage him from attending the class; (3) be collected only for "extra" activities such as suppers, picnics, etc.; (4) not be collected for any reason.
39. _____ With regard to transportation, efforts should be made to: (1) trade rides between the individual farmers; (2) furnish school bus service; (3) encourage each farmer to provide his own ride; (4) hold the classes within walking distance of a small group of farmers.
40. _____ New members should be brought into the adult farmer classes by: (1) the teacher; (2) a group of farmers selected from the class; (3) all the members of the class; (4) the school board or school principal; (5) all persons interested in the success of the program including the boys in the all-day classes.
41. _____ A chairman and secretary (as well as any other officers thought necessary) should: (1) be elected by the members of the adult farm class; (2) be appointed by the teacher of vocational agriculture; (3) be appointed by the advisory council; (4) the teacher should act as chairman.
42. _____ The class should be organized: (1) on a "come one, come all" basis regardless of the type of farm operated; (2) as a small group, carefully selected on the basis of farming practices used on the home farm.

43. _____ Adult farmer classes should be organized: (1) of farmers who are about the same age and who have similar interests and farming backgrounds; (2) age, interests and farming background would not matter in making up the class.

DIRECTIONS: Place a circle around the letters to the right of the statement which agrees with your opinion of the value of the item to the proper organization of a workable adult farmer program in Vocational Agriculture.

44. A well organized program of adult farmer classes would utilize:

- | | | | |
|---|----|---|---|
| (a) A selected group of farmers and local agricultural leaders as an advisory council for the program. | VI | I | U |
| (b) Joint meetings of Vocational Agricultural (men) and Home Economics (women) classes. | VI | I | U |
| (c) Frequent surveys of the agricultural resources (both human and natural) of the community. | VI | I | U |
| (d) Frequent articles in the local newspaper (or newspaper most commonly read in your community). | VI | I | U |
| (e) Diplomas showing the lessons completed presented at the end of the course. | VI | I | U |
| (f) The farmers as a group to measure the progress and worth of the studies completed. | VI | I | U |
| (g) A program of instruction planned in coordination with the other agricultural agencies of the community. | VI | I | U |
| (h) A program of instruction planned in coordination with the other agricultural classes of the school and community. | VI | I | U |
| (i) All interested farmers to be contacted before the class begins and the proposed program discussed with them. | VI | I | U |
| (j) Notice of the meeting to be mailed to all farmers who indicate a desire to attend. | VI | I | U |
| (k) An attendance record to be kept at each meeting by the secretary. | VI | I | U |
| (l) A program having the support of the local school leaders and businessmen. | VI | I | U |

- (m) Heating, lighting, ventilation, type and size of chairs, arrangement of seats and blackboard suited to the class instruction.

VI I U

INSTRUCTION IN THE SCHOOL

DIRECTIONS: Select from among the alternatives given for each statement the one which most nearly expresses your opinion. Place the number of that alternative in the blank to the left of the statement.

45. _____ The teaching plan best suited to the needs of the farmers in my community is: (1) talks by the teacher and/or specialists from the University, extension service and other sources; (2) farmers participating in discussions led by the teacher, specialists in the field, and/or "key" farmers of the class; (3) group discussions in which all the farmers participate and "pool" their experiences and arrive at group plans for activity; the teacher or "key" farmer would serve as discussion leader; (4) group discussions in which all farmers participate and "pool" their experiences and arrive at group plans for activity; the teacher to give talks or lectures if it were found that the experiences of the group were limited.
46. _____ In my opinion, the objectives, content and methods of instructing adult farmer classes should be determined by: (1) the group as a whole working with the advisory council; (2) the advisory council and the teacher; (3) the teacher alone; (4) the State Department of Education or teacher training institution.
47. _____ The plan for teaching should be: (1) the same for every meeting; (2) changed from time to time according to the topic being discussed; (3) changed from time to time regardless of the topic being discussed; (4) based on the plan that suits the members of the class the best.
48. _____ The discussion should be: (1) rather formal and follow the accepted rules for conducting public meetings; (2) rather informal with all members participating without too many rules of conduct; (3) rather informal, but with rules of conduct formed by the group itself; (4) controlled by the teacher or group leader.
49. _____ Discussion of the topic should lead to: (1) rather definite and detailed recommendations as to the practices to be used; (2) rather general recommendations so that each farmer may form his own practices; (3) practices closely lined up with those recommended by the experiment stations.

50. _____ The topic should be organized to include: (1) all the information available about that topic; (2) only such information as will be needed by the farmer to solve his immediate problems; (3) in addition to the information needed to solve immediate problems, should have additional information on related or future problems.
51. _____ The course of instruction should be organized around: (1) only present problems of immediate need in the community; (2) new developments and possible future problems as well as present problems in the community; (3) only instruction that is new and different from that which is practiced in the community; (4) present or future problems not only of the community, but of the state and nation as well.
52. _____ In my opinion, the course of instruction should be organized around: (1) in addition to the agricultural training, some study of problems relating to community and family living; (2) should be confined only to agricultural work; (3) should contain topics such as science and mathematics related to agriculture, reading, writing, health, etc.
53. _____ The topic should be brought before the group: (1) at the time the practice is being used on the home farm of the members; (2) about three weeks before the practice will be used on the home farm; (3) the time the topic is taught will not affect its use on the home farm.
54. _____ The topic should be presented using: (1) terms that are commonly used in the community; (2) terms given in the textbooks and/or bulletins on the subject; (3) in the language of the teacher or specialist on the topic.
55. _____ I believe that: (1) additional reading assignments from books and/or bulletins should be given by the teacher; (2) no additional reading should be assigned; (3) the teacher should print a summary of material about the problem to give to the members; (4) the teacher can suggest additional reading for those who wish to use it.

DIRECTIONS: Place a circle around the letters to the right of the statement which agrees with your opinion of the value of the item to good teaching.

56. An adult farmer class could utilize the following activities:

- | | | | |
|---|----|---|---|
| (a) tours to the farms of class members. | VI | I | U |
| (b) demonstrations at the farms of members. | VI | I | U |
| (c) moving pictures. | VI | I | U |

(d) film slides.	VI	I	U
(e) charts, graphs.	VI	I	U
(f) experimental plantings and breeding (or feeding trials) on the farms of members.	VI	I	U
(g) trips to agricultural plants.	VI	I	U
(h) trips to farms in other communities.	VI	I	U
(i) keeping of record books.	VI	I	U
(j) use of materials that are the same as the subject discussed in the class.	VI	I	U
(k) shop and laboratory demonstrations.	VI	I	U
(l) demonstrations by the boys from the all-day classes.	VI	I	U
(m) printed outlines of the material to be discussed.	VI	I	U
(n) printed summaries of the recommendations made at the end of the discussion.	VI	I	U
(o) fairs and shows.	VI	I	U
(p) home visitations by the teacher.	VI	I	U
(q) supervision by the teacher of the carrying out improved practices on the home farms.	VI	I	U
(r) pig chains.	VI	I	U
(s) breeding circles.	VI	I	U
(t) cooperative buying and selling activities.	VI	I	U
(u) opportunity for the members to "do" the activities talked about.	VI	I	U

57. COMMENTS _____

SCHOOL _____ POSITION IN SCHOOL _____

Is this a farming community? Yes _____ No _____

APPENDIX C

COLOR "KEY" TO MAP

MAJOR FARMING AREAS



NORTH LOUISIANA UPLAND COTTON AREA (Area One)



CENTRAL LOUISIANA OVER-PINE AREA (Area Two)



RED RIVER DELTA COTTON AREA (Area Three)



CUT-OVER FLATWOODS AREA (Area Four)



LOUISIANA RICE AREA (Area Five)



BROWN LOAM MIXED FARMING AREA (Area Six)



MISSISSIPPI DELTA COTTON AREA (Area Seven)



CENTRAL LOUISIANA MIXED FARMING AREA (Area Eight)



SUGAR CANE AREA (Area Nine)



EAST LOUISIANA DAIRY, COTTON AND STRAWBERRY AREA (Area Ten)

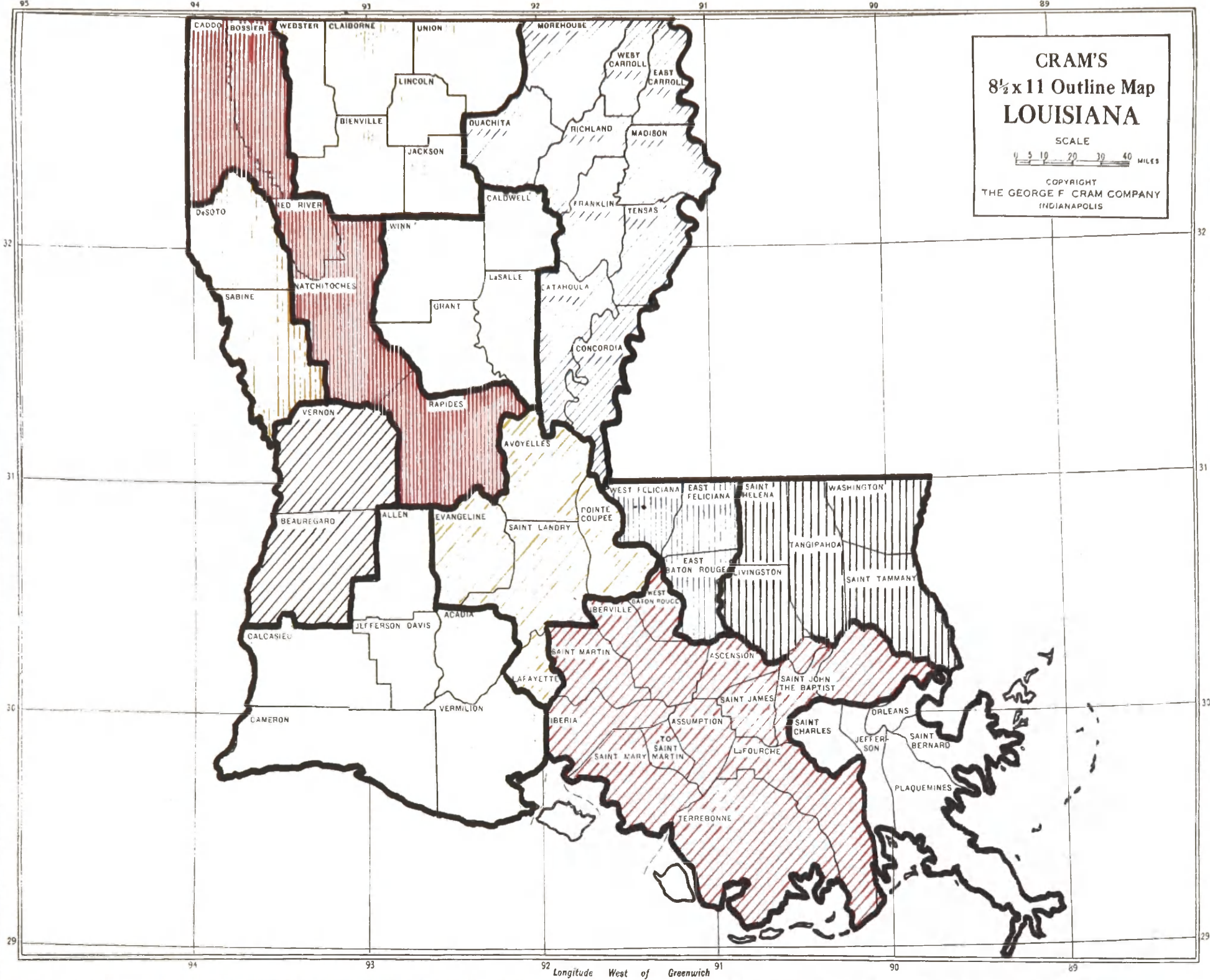


NEW ORLEANS DAIRY, TRUCK AND FRUIT AREA (Area Eleven)

CRAM'S
8½ x 11 Outline Map
LOUISIANA

SCALE
 0 5 10 20 30 40 MILES

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APPENDIX D.

I. BACKGROUND INFORMATION ON PARTICIPATING FARMERS

Age of the farmers participating. The data of Table LXXXIX present a distribution of the age, in years, of the 224 farmers participating in this study.

Educational status of the farmers participating. The data of Table XC portray the educational status, in the number of years completed, of the 224 farmers participating in this study.

High school vocational agriculture completed. The data of Table XCI delineate the years of high school vocational agriculture completed by the 224 farmers participating in this study.

The tenure status of farmers. The data of Table XCII present the tenure status of the 224 farmers participating in this study.

Type of farm operated. The data of Table XCIII portray the type of farm operated by the 224 farmers participating in this study.

Number of acres in farm. The data of Table XCIV present the number of acres in cultivation and permanent pasture of the farms operated by the 224 farmers participating in this study.

Number of children in school. The data of Table XCV delineate the number of children of the 224 farmers participating in this study who are in school.

Miles from nearest school. The data of Table XCVI present the distances, in miles, that the 224 farmers participating in this study live from the nearest school.

Possession of telephone. The data of Table XCVII portray the possession of telephones by the 224 farmers participating in this study.

Previous attendance to adult farmer classes. The data of Table XCVIII delineate the number of the 224 farmers participating in this study who have attended adult farmer classes in the past.

Need for adult farmer classes. The data of Table XCIX present the number of farmers who expressed the opinion, "I feel that there is a need for adult farmer classes in my community."

Possession of a car or truck. The data of Table C present the number of farmers who possess cars or trucks.

TABLE LXXXIX

THE AGE, IN YEARS, OF THE FARMERS PARTICIPATING IN THIS STUDY
DISTRIBUTED BY FARMING AREAS

Area	Age in Years				
	20-29	30-39	40-49	50-59	60-
1	2	9	11	4	7
2	0	1	1	2	2
3	1	9	4	7	5
4	1	1	3	3	1
5	3	6	3	4	4
6	0	8	4	2	5
7	3	9	7	7	7
8	5	15	11	17	5
9	2	5	2	4	1
10	1	4	4	1	0
11	1	0	0	0	0
Total Number	19	67	50	51	37
Per cent of Total	8.5	29.9	22.3	22.8	16.5
Range	0-5	0-15	0-11	0-17	0-7

TABLE XC
THE EDUCATIONAL STATUS, BY FARMING AREAS, OF THE FARMERS
PARTICIPATING IN THIS STUDY

Area	Educational status, in number of years completed				
	None to three	Four to six	Seven to nine	Ten to twelve	Thirteen up
1	3	8	5	17	0
2	3	0	2	1	0
3	6	3	7	6	4
4	2	1	5	0	1
5	5	2	5	6	2
6	5	2	4	6	2
7	4	4	11	12	2
8	13	13	19	7	1
9	4	6	4	0	0
10	1	2	3	4	0
11	0	0	0	1	0
Total Number	46	41	65	60	12
Per cent of Total	20.5	18.3	29.0	26.7	5.3
Range	0-13	0-13	0-19	0-17	0-4

TABLE XCI

THE YEARS OF HIGH SCHOOL VOCATIONAL AGRICULTURE COMPLETED BY THE
PARTICIPATING FARMERS DISTRIBUTED BY FARMING AREAS

Area	High school vocational agriculture completed, in years				
	None	One year	Two years	Three years	Four years
1	28	1	1	0	3
2	6	0	0	0	0
3	23	0	2	1	0
4	9	0	0	0	0
5	18	0	2	0	0
6	18	0	1	0	0
7	30	0	1	0	2
8	48	2	1	0	2
9	13	1	0	0	0
10	8	0	1	1	0
11	1	0	0	0	0
Total Number	202	4	9	2	7
Per cent of Total	90.2	1.8	4.0	0.9	3.1
Range	1-48	0-2	0-2	0-1	0-3

TABLE XCII
THE TENURE STATUS, BY FARMING AREAS, OF THE FARMERS
PARTICIPATING IN THIS STUDY

Area	Tenure status of operator			
	Owner	Cash renter	Share renter	Both owns and rents
1	24	3	2	4
2	5	0	0	1
3	10	4	2	10
4	5	0	2	2
5	13	1	2	4
6	18	1	0	0
7	25	1	1	6
8	28	5	8	12
9	8	1	2	3
10	8	0	0	2
11	0	0	0	1
Total Number	144	16	19	45
Per cent of Total	64.3	7.1	8.4	20.1
Range	0-28	0-5	0-8	0-12

TABLE XCIII

THE TYPE OF FARM OPERATED BY THE FARMERS PARTICIPATING IN THIS
STUDY DISTRIBUTED BY FARMING AREAS

Area	Type of farm operated			
	Crop	Livestock	Truck Crops	General Farming
1	10	11	0	12
2	1	1	0	4
3	11	4	2	9
4	1	2	0	6
5	12	4	2	2
6	4	10	0	5
7	19	3	0	11
8	37	5	0	11
9	5	1	2	6
10	2	2	0	6
11	1	0	0	0
Total Number	103	43	6	72
Per cent of Total	45.9	19.2	2.7	32.1
Range	1-37	0-11	0-2	0-12

TABLE XCIV

THE NUMBER OF ACRES IN CULTIVATION AND PERMANENT PASTURE,
BY FARMING AREAS, OPERATED BY THE FARMERS
PARTICIPATING IN THE STUDY

Area	Acres in cultivation and permanent pasture				
	10-29	30-49	50-79	80-109	110-
1	13	6	4	2	8
2	3	1	1	1	0
3	11	2	3	1	9
4	4	0	2	1	2
5	6	2	2	1	9
6	8	4	3	1	3
7	9	5	6	5	8
8	18	16	6	4	9
9	7	2	1	0	4
10	5	3	1	1	0
11	0	1	0	0	0
Total Number	84	42	29	17	52
Per cent of Total	37.5	18.8	12.9	7.6	23.2
Range	0-18	0-16	0-6	0-5	0-9

TABLE KCV
THE CHILDREN IN SCHOOL, BY FARMING AREAS, OF THE FARMERS
PARTICIPATING IN THIS STUDY

Area	Children in school		
	None to two	Three to five	Six and more
1	23	9	1
2	6	0	0
3	22	4	0
4	9	0	0
5	19	1	0
6	18	1	0
7	23	8	2
8	40	11	2
9	10	4	0
10	5	5	0
11	0	1	0
Total Number	175	44	5
Per cent of Total	78.1	19.6	2.2
Range	0-40	0-11	0-2

TABLE XCVI

THE DISTANCE, IN MILES, THAT THE FARMERS PARTICIPATING IN THIS
STUDY LIVE FROM THE SCHOOL PLANT

Area	Distance, in miles				
	One to two	Three to four	Five to six	Seven to eight	Nine up
1	15	5	7	4	2
2	3	1	0	1	1
3	13	9	0	1	3
4	1	4	1	1	2
5	6	8	5	1	0
6	3	7	4	4	1
7	18	3	8	2	2
8	25	15	8	4	1
9	5	2	5	0	2
10	6	2	1	0	1
11	1	0	0	0	0
Total Number	96	56	39	18	15
Per cent of Total	42.9	25.0	17.4	8.0	6.7
Range	1-25	0-15	0-8	0-4	0-3

TABLE XCVII

THE NUMBER OF FARMERS PARTICIPATING IN THIS STUDY WHO HAVE
TELEPHONES, DISTRIBUTED BY FARMING AREAS

Area	Possession of a telephone	
	Yes	No
1	15	18
2	1	5
3	14	12
4	2	7
5	10	10
6	8	11
7	13	20
8	14	39
9	4	10
10	4	6
11	0	1
Total Number	85	139
Per cent of Total	37.9	62.1
Range	0-15	1-39

TABLE XCVIII

THE NUMBER OF FARMERS, DISTRIBUTED BY FARMING AREAS, WHO HAVE
ATTENDED ADULT FARMER CLASSES IN THE PAST

Area	Attendance to previous adult farmer classes	
	Yes	No
1	8	25
2	0	6
3	7	19
4	1	8
5	2	18
6	5	14
7	8	25
8	9	44
9	8	6
10	4	6
11	0	1
Total Number	52	172
Per cent of Total	23.2	76.8
Range	0-9	1-44

TABLE XCIX

A DISTRIBUTION, BY FARMING AREAS, OF THE RESPONSES DESIGNATED BY THE FARMERS PARTICIPATING IN THIS STUDY RELATIVE TO THE STATEMENT,
 "DO YOU FEEL THERE IS A NEED FOR ADULT FARMER
 CLASSES IN YOUR COMMUNITY?"

Area	Need for adult farmer classes	
	Yes	No
1	30	3
2	6	0
3	20	6
4	9	0
5	15	5
6	16	3
7	30	3
8	47	6
9	14	0
10	10	0
11	1	0
Total Number	198	26
Per cent of Total	88.4	11.6
Range	1-47	0-6

TABLE C
THE NUMBER OF FARMERS PARTICIPATING IN THIS STUDY WHO POSSESS
CARS OR TRUCKS, DISTRIBUTED BY FARMING AREAS

Area	Possession of a car or truck	
	Yes	No
1	28	5
2	5	1
3	22	4
4	7	2
5	20	0
6	15	4
7	29	4
8	40	13
9	12	2
10	8	2
11	1	0
Total Number	187	37
Per cent of Total	83.5	16.5
Range	1-40	0-13

APPENDIX E

TABLE CI

THE NUMBER OF FARMERS RESPONDING TO THE INQUIRY, BY FARMING AREAS

Area	Number Contacted	Number Responding*	Number Usable
1	150	54	33
2	24	7	6
3	91	32	26
4	52	20	9
5	92	29	20
6	93	32	19
7	113	45	33
8	272	78	53
9	97	24	14
10	87	16	10
11	9	2	1
Total Number	1080	339	224
Per cent of Total	100.0	31.3	20.7
Range	9-272	2-78	1-53

* Including those returned "Unclaimed"

TABLE CII
THE NUMBER OF TEACHERS OF VOCATIONAL AGRICULTURE RESPONDING TO
THE INQUIRY, BY FARMING AREAS

Area	Number Contacted	Number Responding	Number Usable
1	61	42	40
2	18	12	12
3	29	23	23
4	13	10	10
5	34	24	24
6	7	5	5
7	56	37	37
8	46	37	37
9	26	22	22
10	34	22	22
11	3	3	0
Total Number	327	237	232
Per cent of Total	100.0	72.5	70.9
Range	3-61	3-42	0-40

TABLE CIII
THE NUMBER OF PRINCIPALS OF SECONDARY SCHOOLS RESPONDING TO
THE INQUIRY, BY FARMING AREAS

Area	Number Contacted	Number Responding	Number Usable
1	82	47	37
2	22	13	13
3	59	39	27
4	18	9	7
5	54	37	28
6	17	13	7
7	61	34	31
8	54	32	32
9	52	35	29
10	43	27	22
11	32	24	5
Total Number	494	310	238
Per cent of Total	100.0	62.8	48.2
Range	17-82	9-47	5-37

AUTOBIOGRAPHY

AUTOBIOGRAPHY

The writer was born in Mt. Pleasant, Iowa in 1921. At the age of five his family moved to a farm near Bloomfield, Iowa where he lived until his entry into the service in 1943.

His elementary and secondary education was received through the Davis County Public School System. Vacation periods and time before and after school were spent in helping his father with farm chores and operations.

At the age of 18, he enrolled in Iowa State College, Ames, Iowa. His major field was Vocational Agricultural Education; Agricultural Economics was developed as a minor course. His schooling was continuous, with the exception of summer sessions, until December 1942 when he enlisted in the United States Navy. A degree of Bachelor of Science was conferred "in absentia" in June 1943.

After 37 months in the service of his country, 26 of which were overseas, he returned to the United States and sought employment.

A position was secured as a training specialist with the Veterans Administration; he was stationed at Lafayette, Louisiana. His duties were such that he was able to gain a good insight into the agricultural picture of Louisiana due to the fact that a part of his time was spent in supervising disabled veterans in the Institutional-on-the-Farm Training Program. The remainder of his time was utilized as an educational and vocational counselor of college level trainees, 60 per cent of which were enrolled in vocational fields.

In August 1947 he was married to Lucille Mary Dauterive of Breaux Bridge, Louisiana. She has been a willing and capable helpmate to him since that time. They have one child, Marsha Maude Campbell.

In June 1950, desiring to further identify himself with agricultural pursuits, he enrolled in Louisiana State University to further his qualifications toward a permanent position in Agricultural Education.

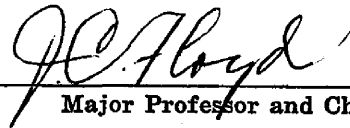
EXAMINATION AND THESIS REPORT

Candidate: Mr. Ord L. Campbell

Major Field: Agricultural Education


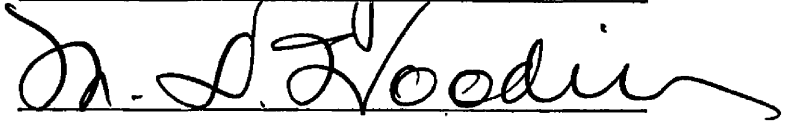
Title of Thesis: Criteria for Establishing Adult Classes in Vocational
Agriculture in Louisiana

Approved:

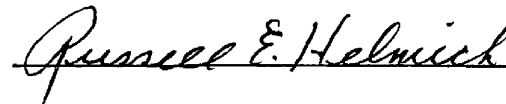

Major Professor and Chairman

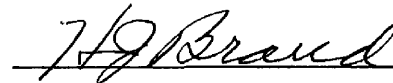

Dean of the Graduate School

EXAMINING COMMITTEE:







Date of Examination: